DOCUMENT RESUME

ED 474 075 SP 041 442

AUTHOR	Ellsworth, J'Anne
TITLE	ABC's of Group Work: Building Community in Schools. A Workbook for High School and College.
PUB DATE	2003-00-00
NOTE	82p.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01/PC04 Plus Postage.
DESCRIPTORS	*Cooperative Learning; *Group Experience; *Grouping (Instructional Purposes); Higher Education; *Interpersonal Competence; Secondary Education; *Teamwork
IDENTIFIERS	Psychosocial Factors

ABSTRACT

This workbook takes the theories and research from many disciplines and experts and combines them into short, easy-to-assimilate units that facilitate group participation at the high school and college level. Group skills are presented as 26 distinctive lessons. Each lesson begins with an explanation page, then an activity page gives the group an opportunity to work together and put the ideas into practice. The presentation combines linear sections with visual materials. Cooperative learning activities are included to prepare students to work effectively in learning communities. The material has a philosophy and description of human nature consistent with a constructivist view of education. Exercises are cross-disciplinary and can be taught as team building in any college setting. The topics include: activation; balance; cohesion; communication; compromise; conflict resolution; dimensions; effective conversing; evaluation; feelings; fight/flight; group development; honesty; humility and gratitude; interdependence and dependence; intimacy and boundaries; judgment; knowledge; listening skills; mutuality; needs; optimism; organization; patience; power; questioning; roles; structure; tasks; tolerance; understanding; verbalizing; wit; xenophobia; yearnings; and zeal. (SM)

ENTIRE DOCUMENT:
POOR PRINT QUALITY

Reproductions supplied by EDRS are the best that can be made
from the original document.

SP

ED 474 075

ABC's of Group Work: Building Community in Schools

A Workbook for High School and College

J'Anne Ellsworth, Ph. D.
Associate Professor
Northern Arizona University
College of Education
Box 5774
Flagstaff, Arizona 86011

SP011442

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

J'Anne Ellsworth

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

2

BEST COPY AVAILABLE

ABC's of Group Work

J'Anne D. Ellsworth

A. Brief Description: Group work and community building is vital to the emerging paradigm of education. It is a fundamental skill for therapeutic intervention and a recurrent theme in new management techniques. It is foundational to education, counseling, business and building a satisfying and lasting family life. The importance of community grows as international community becomes more and more the focal point of our future.

Theory and research about community building is complex, covering several fields. Some of the principles are common sense, and all of us have group experiences. This leads to the paradox of assuming that everyone can "do group" without formal training or understanding of the fundamental principles, and then having most participants eschew group work as unproductive and filled with pitfalls. Most young people in college classes have a difficult time with group work. For those who grew up in dysfunctional families, building and maintaining a healthy community is even more complex.

The ABC's of Group Work takes the theories and research from many disciplines and experts and combines the material into manageable units that are short, easy to assimilate and that facilitate participation. The group skills are presented as 26+ distinctive lessons. Each lesson begins with an explanation page, and then an activity page gives the group an opportunity to work together, putting the ideas into practice.

For example, the "E" lesson, *Effective Conversing*, introduces the different roles and voices we choose when we communicate feelings and needs. The information page gives a straightforward graphic presentation of Berne's ideas about communication transactions. It provides research grounding and the critical elements for conversing. The activity page that follows provides opportunities for implementing the ideas as a part of group process. The lesson includes an assessment opportunity and self reflection questions. The materials build community skills and strengthen emotional intelligence and the individuals participating.

B. Outstanding Features

The presentation combines linear sections with visual material. The professor or teacher who wishes to use readings will find an abundance. The activities that are built in to each topic can be used in conjunction with any course content to build community within the classroom and to teach and model cooperative learning. The teacher education programs involved in partnerships will find that the material facilitates cohesion and helps in the integration of school personnel and interns or student teachers who are being integrated into the school setting. The material can be expansive, with individual instructors adding activities, or it can be used piecemeal, with critical concepts assigned to the class, and others left to student initiative. Each lesson stands alone, yet the package of lessons covers the crucial elements of community building. It can also be tailored so the instructor can choose to present the material and ask students to develop a group outside of class for experimental and experiential purposes.

Faculty who wish a student centered emphasis will find the material systematically moves teacher

and student beyond lecture. Cooperative learning activities are provided to prepare students to work effectively in a learning community milieu. The lessons can also be presented as an adjunct to the class with students building and participating in community outside of class time, and at the completion of the course, the evaluation materials can be submitted as a portfolio.

Highlights of the material:

- philosophy consistent with a constructivist view of education
  - √ Mind maps to enhance comprehensive understanding
  - √ Program is developmental in philosophy and implementation
  - √ Teacher role, student role and curriculum are interwoven
- Description of human nature consistent with constructivist concepts and based on positive guidance of student in step by step embrace of self discipline
  - √ Hands-on materials to facilitate understanding and implementation
  - √ Developmental feature of materials allowing teachers to implement strategies appropriate to personal comfort and developmental needs of students
  - √ Resonant with highly valuing people, relationship and community building
  - √ systemic and nested process and relationship skills
  - √ communication skills
  - √ team building and conflict resolution
  - √ lesson plan format for empowering individualized instruction
  - √ discipline issues for today's secondary teacher (35 at present) are
- Exercises are cross disciplinary and can be taught as team building for any college setting

Group Work - ABC & 123

Table of Contents

p. 1 Introduction
p. 3 123
p. 4 5-10
5-6 Activation
7-9 Balance
10-11 Cohesion
12-13 Communication
14-15 Compromise
16-18 Conflict resolution
19-20 Dimensions
21-22 Effective conversing
23-24 Evaluation
25-28 Feelings
29-34 Fight/flight
35-40 Group development
41-45 Honest
46-49 Humility & gratitude
50-52 Interdep. & dependence
53-55 Intimacy & boundaries
56-57 Judgmental
58-59 Knowledge
60-61 Listening skills
62-63 Mutuality
64-65 Needs
66-67 Optimism
68-71 Organization
72-74 Patience
75-76 Power
77-78 Questioning
79-80 Roles
81-83 Structure
84-86 Task
87-88 Tolerance
89-91 Understanding
92-93 Verbalizing
94 Wit
95-97 Xenophobia
98-99 Yearnings
100-103 Zeal
104-107 References

Themes

- Communications
- Conflict resolution
- Self awareness, esteem
- Community Building

BEST COPY AVAILABLE

1, 2, 3, ready GO!

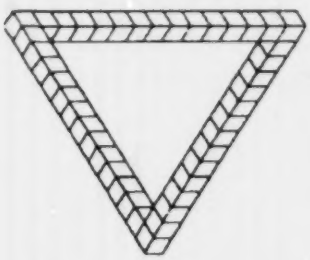
Group work is a lot like putting a puzzle together. It is complex. It has many pieces that have to somehow fit together and it is time consuming. In other ways, it is not like a puzzle at all, for every time the pieces come together well, it presents a new picture, and the picture changes dramatically over time.

ONE IS THE INDIVIDUAL

and the drive to know self, to be valued, recognized, to live fully, achieve bliss, self actualize, make a mark, "be me."

TWO IS OUR SOCIAL NATURE

and our need for others, our recognition that our individuality is enhanced and important in that context, that we need and want the company of others; in fact, that being truly human is couched in our relationships



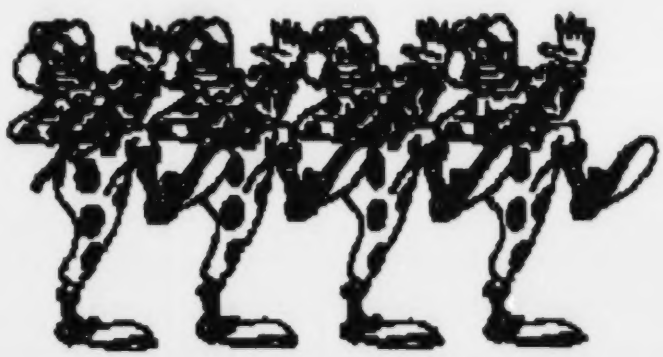
THREE MAY BE LESS

permanent, and groups with even numbers often work well while odd numbered groups may become more easily conflicted -- conventional wisdom; "two against one, odd man out, you and me against the world . . . ."

FOUR STAGES OF DEVELOPMENT ARE COMMONLY REPORTED

Other models with different names and more stages are suggested, but this is aclever summation of group dynamics

Formin'
Stormin'
Normin'
& Performin'



BEST COPY AVAILABLE

FIVE OR SIX

WEEKS OFTEN MARKS A CRITICAL PERIOD IN GROUPS

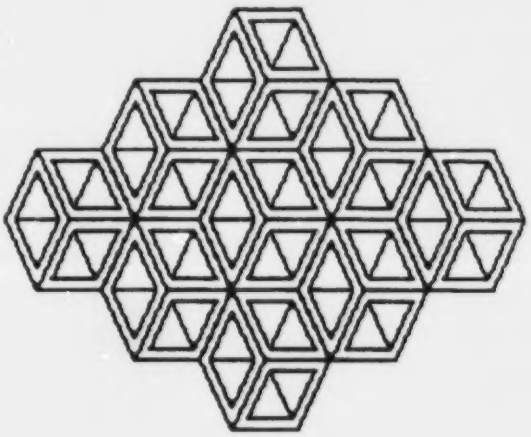
After a fortnight, the group may show resistance and anger. It can result from disappointment, putting in a lot of work, getting fewer benefits than we hoped (LaCoursiere, 1974). It may be that the sense of familiarity frees people to express discontent (Tuckman & Jensen, 1977). Power unevenly distributed and individual rivalry may be occurring (Dunphy, 1974). The subgroups that often form - partners, cliques within the group, may create the tension (Bion, 1961; Braaten, 1974). It could be the balancing act needed to assure that individual needs and group needs are balanced (Bennis & Shepard, 1956). The reason is uncertain, but the dynamics are real! Seeing this as a stage, as normal, as an event to watch for, may help the group move beyond the anger, and work through frustration and fault finding rather than feeling helpless, attacking others or disbanding.

SEVEN, EIGHT . . . GOING GREAT!

Teachers facilitate group work by providing class time for activities. Group growth can be enhanced by attention to the dynamics of group interactions and by asking for quick reflections from time to time.

Good questions to ask:

1) Is the trust developing in the group?
2) How are you dividing up the tasks?
3) Is anyone having trouble getting to group or participating?
4) Is there a way that I can support the group more?



NINE, TEN . . . USE YOUR PEN

Students pay attention to the things teachers value! Ask for reflections. Use journaling to help keep track of groups, and give groups tools to keep track of progress and the building of task and trust. Give points or credit for group work, and value and validate group process and growth!

Activation

"Although Lewin never met Dewey, they shared a community of spirit. Both were deeply concerned with the workings of democracy. Both recognized that each generation must learn democracy anew; both saw the importance to social science of freedom of inquiry, freedom that only a democratic environment could assure." - Gordon Allport

The social milieu is pivotal to cognitive growth and knowledge construction - Piaget, 1970; Vygotsky, 1978

Education that involves students is particularly effective. Working in groups offers many benefits -- contributing to student ownership of subject matter, rapidly moving students from acquisition of knowledge to application, evaluation and synthesis of ideas. It provides a natural way for many people to think about, talk about and interact with content that is presented. Group work also provides a natural way for participants to learn about self and develop insight into human and group behavior. (Johnson & Johnson, 1994; Luft, 1984; Slavin, 1991)

Building a successful group takes time, energy and attention. It is helpful to blend task and trust together, giving direction and depth to the building process. The work accomplished in a healthy group setting seems to be developmental, and the initial step is forming, or activation. (Luft, 1984; Thompson & Rudolph, 1996).

Critical elements for successful group building include:

1. Minimizing the importance of social categorization
2. Enhancing trust while minimizing threats to identy and self-esteem
3. Providing opportunities for personalization of team members
4. Development of interpersonal skills (Allport, 1952; Miller & Harrington, 1992)

The activation step includes:

1. Establishing a task
   a. establishing the parameters of the work to be done,
   b. setting goals
   c, discussing limitations
   d. developing coping strategies
   e. identifying and roles for successful task completion
   e, devising ways to bring the group back to task
   f. measuring and celebrating success
2. Building trust
   a. valuing each participant and honoring individual needs
   b. sharing the importance of group building
   c. learning to communicate needs and validating each person's disclosures
   d. setting boundaries for roles and things shared in group
   e. finding ways to lessen discomfort and help each participant to feel safe
   f. supporting each person's efforts and issues
3. Balancing group and individual need
   a. valuing, validating and utilizing individual needs and strengths for the good of the group
   b. building group by recognizing, honoring and utilizing the idiosyncratic strengths and limitations of the participants
   c. learning new skills for enhancing self and group

a

A

A

Activation

What is the goal of the relationship?
Any subgoals?

Is making this group work out important?

Is the feeling mutual?

Can it meet a need or a desire for you?

Who can you trust? What could build more trust?

Building Block
SELF

Start with yourself --- Personal Strengths Personal Defenses

Family story: What was your role in the nuclear family?

oldest	youngest	helpless	boss	clown
feisty	controller	enmeshed	scapegoat	parent

Is that role part of current relationships?

Strengths to share

a. b. c. d.

Concerns

1. What I don't want to be a part of . . .
2. One thing that makes me hope for an escape route . . .
3. I will probably cope by . . .

The Group

Ideas for building trust:

a. b. c. d.

Ways to let the group know it is time to get back on task:

a. b. c. d.

How we will celebrate:

a. b. c. d.

Ways to let others know the discomfort is leading to "flight":

a. b. c. d.

What we can do to be supportive instead:

Members:	Name	Phone	Good times to call
	1.		
	2.		
	3.		
	4.		
	5.		

Meeting times: Place:

A a A a A

BEST COPY AVAILABLE

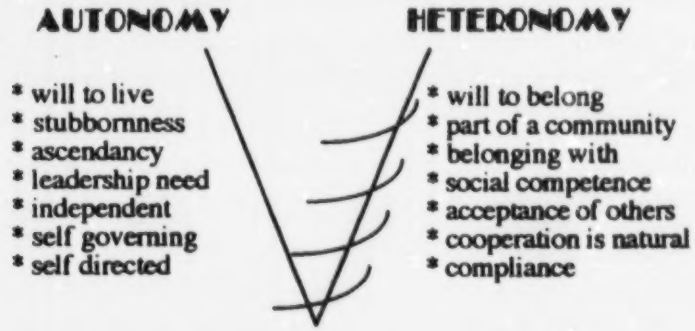
Balance

"Truly worthwhile acts enhance a mutuality between doer and the other – a mutuality which strengthens the doer even as it strengthens the other."
-Erikson, 1964

Four generations of Star Trek captains live these issues of balance in one hour segments, not so much "Going where no one has gone before," as going and maintaining civility on and off the ship, dealing with unexpected and unclear differences magnanimously. The question of individual need or group well being figures as a major dilemma for each TV segment.

Our classrooms are not so different. Each semester we begin with a mission and new members. Very much like the Enterprise voyagers, a few students seem to be stars and others wander on and off screen, not fully engaged. Like the show, there are pleasant characters and detractors. There are students with whom we identify immediately, and those who seem to play the part of villain, clown, or egotist, and by such choices, alienate others. Some are consumed with self interest and others build community.

Balance is an important part of group work, for it suggests interconnected awareness -- caring enough about self and others to shift along a continuum, to adjust to needs, to care to hear the needs of others, to share the responsibility of mutuality. The words we use to describe this outcome include partnership, community building, peace in the place of fear, communicating and reaching understanding rather than withdrawing or defending a position. One of the great challenges of schools is finding successful ways to combine the needs of individuals and larger communities.



Every person has the tension between autonomy and heteronomy -- needing control over life and requiring the support and friendship of community. Balancing these two dimensions is demanding. It calls forth self discipline, self understanding and stretches trust to the limits. A successful group requires that each member work again on these questions, not only for self, but as a redefinition of how safe it is to share the self and how important it is to devote the time and energy to the endeavor. Hard, important questions arise -- is this group worth the energy to redefine my role, my needs, my way of behaving? Am I safe with these people? Can I get my own needs met, or will I be submerging my own needs to fulfill someone else's goals and needs?

The achievement of balance is always an adventuresome business in everyone's life.
There are many wires stretched across our lives:
between theory and practice
between the ideal and the real
between the new and the old
between self-realization and surrender to the community.
We have to find the right balance in our lives as we struggle with the permanent tensions of self-fulfillment and concern for others. - *Ulrik Geniets*

B b B b B

BEST COPY AVAILABLE

Balance

Individual	_____	Group
Task	_____	Trust
Product	_____	Process
Creativity	_____	Consensus
Independence	_____	Belonging
Personal Concerns	_____	Community Peace
Safety	_____	Stimulation

Discuss these examples. Would you choose other words to describe the continuum? As a group, develop a few additional examples.

_____

_____

_____

_____

Balance implies strength. It may be difficult to discipline personal needs to gratify the needs of others. At times, group work reminds us of unresolved issues at home, or needs that are pressing that we have not been able to fulfill. Thus balance requires strength, will power, determination, selflessness. Try this assessment on self control. There are no right or wrong answers, and it may provide a sense of some of the issues involved in self control. Feel free to keep the information private or share it with group members.

Self Control Survey

Fill in the work that describes a normal or usual feeling or behavior

A = Rarely
B = Occasionally
C = Often
D = Usually

1. When faced with a problem I _____ try to forget it.
2. I _____ need frequent encouragement from others for me to keep working at a difficult task.
3. I _____ need someone else to praise my work before I am satisfied with it.
4. If I want something, I _____ work hard to get it.
5. I _____ want to have a say in any decisions made by the group.
6. I _____ decide to do things on the spur of the moment.
7. I _____ like tasks where I can make decisions and be responsible for the outcomes.
8. I _____ have a hard time saying "NO" when someone tries to sell me something.
9. I _____ make up my mind to stop doing something and stick with it.
10. I _____ find myself turning to others for help in losing weight or controlling habits.
11. I _____ find myself caught up in things I wish I weren't doing.
12. I _____ lose my temper with strangers.
13. I _____ wish I could change things I did while angry.
14. I _____ prefer to learn facts from someone else rather than digging them out for myself.
15. I _____ enjoy trying to do difficult tasks more than I enjoy trying to do easy tasks.

B b B b B

Balance

Heteronomy ---------- Autonomy

Directions: Read each statement and decide whether it is more characteristic of your feelings or less characteristic. Then assign Y for those which are good descriptors, N for poor descriptors.

_____ 1. I prefer to be by myself.
_____ 2. When I have a decision to make, I always ask for advice.
_____ 3. I do my best work when I know it will be appreciated.
_____ 4. I can't stand to be fussed over when I am sick.
_____ 5. I would rather work alone than be a leader.
_____ 6. I believe people could do a lot more for me if they wanted to.
_____ 7. I don't need other people to make me feel good.
_____ 8. I feel confident of my ability to deal with most of the personal problems I am likely to meet in life as long as I have friends.
_____ 9. I'm the only person I want to please.
_____ 10. The idea of losing a close friend is terrifying to me.
_____ 11. I rely only on myself.
_____ 12. I would be completely lost if I didn't have a group of friends.
_____ 13. It is hard for me to ask someone for a favor.
_____ 14. I hate it when people offer me sympathy.
_____ 15. I am constantly on the telephone with someone.
_____ 16. I often get in trouble for talking.
_____ 17. I love being surrounded by friends.
_____ 18. I must have one person who is very important to me.
_____ 19. I would rather stay free of involvements with others than risk disappointments.
_____ 20. I am very confident about the decisions I make alone.
_____ 21. I love working on committees.
_____ 22. I would rather play team sports than compete against myself.
_____ 23. I don't need anyone.
_____ 24. When I am sick, I prefer that my friends leave me alone.
_____ 25. I'd rather watch TV than go out with a group of people.
_____ 26. Even when things go wrong I can get along without asking others for assistance.
_____ 27. I like to ask my friends anytime I have a decision to make.
_____ 28. I am happy when my friends and I get together.
_____ 29. I like to be alone.
_____ 30. I would rather say I agree than have a lot of people angry with me.
_____ 31. I love to go to malls and be with people.
_____ 32. Being around a lot of people wears me out.
_____ 33. I live for the weekends when I can party.
_____ 34. In social situations I tend to feel alive.
_____ 35. I am not willing to disregard the feelings of my friends to get my way.
_____ 36. I wish people would think of me as a party animal.
_____ 37. There is nothing more satisfying than reading a good book.
_____ 38. I really enjoy walking alone and seeing the beauty of a place.
_____ 39. I feel incomplete when I am by myself.
_____ 40. People are my life!

Autonomous ---------- Heteronomous

20 A 15 A 10 A 5 A 5H 10H 15H 20H

If your answer matches, circle it. Add up all matching A's and H's to obtain a final score.

Answers: 1. A 2. H 3. A 4. H 5. A 6. H 7. A 8. H 9. A 10. A 11. H 12. A 13. H 14. A 15. H 16. H 17. A 18. A 19. A 20. A 21. H 22. H 23. A 24. A 25. A 26. A 27. H 28. H 29. A 30. H 31. H 32. A 33. H 34. H 35. H 36. H 37. A 38. A 39. H 40. H

- adapted from work by Hirschfield, et. al. (1977)

BEST COPY AVAILABLE

Community Building & Cohesion

Each person is special, unique in important ways, and rather insulated from others. It is only over a span of years that we come to realize who we are, and it is much longer, still, before most of us reach out to try to fully understand others. We present a paradox. We want so much to be loved, to be understood, to be accepted unconditionally. Yet often, those who need that support the most, build protective barriers to keep others at a distance, fearing and desiring contact at the same time. We want to tell others how we feel, yet may not be motivated to listen to another's story. We may find it difficult to allow someone access to the sensitive and tender places, or fear that by sharing who we want them to see, they will see beyond that to who we fear we may be or feel ashamed of being. We need to be together with others, and we seek to be alone. Human beings thrive in community, yet we do not automatically have the tools and skills to feel safe with others. We can learn them, and we can become adept.

Coming together is a beginning
Keeping together is progress
Working together is success
- Henry Ford

Who is wise?
He who learns from all men. -Talmud

The deepest principle of human nature is the craving to be appreciated
- William James

A WALL OR A BRIDGE

DEFENSIVE THINKING

- Reaction is likely rather than action
- Reaction is typically rigid, fixed, not thoughtful
- Reaction is result of past experiences with a sense of compulsion rather than choice
- Reaction often distorts reality to fit the defense
- Unconscious mind or autonomic system seems in charge
- Reaction is typical of a response set — "Every time I get angry, I—"
- What is felt requires immediate gratification and expression
- Reaction is based on sense of being powerless and hopeless, so a sense of futility is pervasive and gives energy to inappropriate responses
- Reactions are partially powered by a covert desire for self gratification
- Reactions are frequently powered by a self instigated belief system which includes justifications for abuse to others
- Life is magical, dangerous, hurtful

DEFENSIVE BEHAVING

Project	Justify	Intellectualize	Minimize
Rationalize	Theorize	Moralize	Switch
Glaring	Quibbling	Threatening	Attacking
Flattering	Sarcasm	Joking	Generalize
Intimidating	Hostile	Flattering	Equivocate
Evading	Shifting	Silence	Critical
Withdrawing	Excuses	Running away	Sulking
Rationalizing	Judging	Dodging	Self pitying
Resentful	Angry	Rejecting	Apologetic
Intolerant	Aloof	Superior	Verbose
Unprepared	Angry	Tardy	Dishonest
Manipulative	Closed	Indifferent	Uncertain

Underline those used often

- Action taken involves perceiving and making choices
- Action allows flexibility and rethinking to meet a purpose
- Action is geared toward help now without sacrificing the future
- Action occurs through orientation to the here and now
- Conscious and preconscious elements are brought into the thinking process
- Action is specific to the set of current circumstances
- Action may involve waiting and self disciplining behaviors until a more apt time or place
- Action is based on sense of being able to control self, the future & destiny
- Actions include recognizing & valuing the needs of others
- Life is ordered and generally manageable

BEST COPY AVAILABLE

Community Building & Cohesion

We build walls so often, when what we really need are more bridges.

Bridge Building

1. Positive interdependence
   - mutual goals
   - joint rewards
   - shared resources
   - differentiated roles
2. Face-to-face promotive interaction
   - self disclosure
   - help & encourage
   - share insights
   - time allotted for group work
3. Individual accountability
   - student owns grade
   - balance maintained
   - self monitoring
   - personal rights / needs respected
4. Social skills valued and built
   - collaboration
   - communication
   - conflict resolution
   - leadership
5. Group processes effectiveness and cohesion
   - journal
   - feedback cards
   - assessment tasks
   - process time

- adapted from Johnson, et.al., 1991

Discuss each suggestion for community building.
List two areas that are group strengths.

1)_____ 2) _____

Select two area to strengthen

1)_____ 2) _____

Develop two ways to strengthen the group. To make the most impact, they need to help each group member feel capable, connected, accountable and influential.

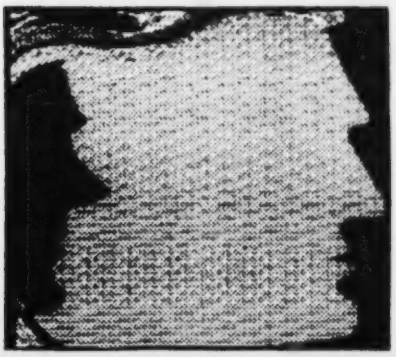
1)_____ 2) _____

Select two area to strengthen

1)_____ 2) _____

Contributions from group members:

Name	Give	Need



Communicating
Self understanding

The world breaks everyone. and afterwards. some are strong at the broken places. - *Hemingway*

Life is not so much a matter of holding good cards, but sometimes of playing a good hand well.
-Robert Louis Stevenson

Groups are only as healthy as the people who participate in them. A key to building group is building self understanding. Each of us has some sense of who we are, and a way of looking at life. Four general life views are shared in the next chart. This view "colors" each group member's perception of events.

Low esteem / critical	Angry / Resentful	Hopelessness	Optimistic
School is so stupid.	It's not fair!	All I do is cause trouble.	Things work out for the best.
Get lost. Nobody wants you around.	Nobody listens to me.	Why bother? It'll be wrong.	I'm going to trust her.
She never likes my ideas, anyway.	You always blame me.	I never do anything right.	It's hard, but I can do it!

We can change our view of life. One important factor comes from our philosophy of life, and our core beliefs about the world. Those who are emotionally healthy usually operate from an optimistic perspective. They are not optimistic because nothing bad happens to them, but because they use optimistic core beliefs to explain those happenings. These core beliefs help us to be resilient and to cope productively

Core beliefs for building emotional health

- I live in a world that is a good place and that is usually benevolent.
- Life is meaningful, and much that happens makes sense.
- My life is worthwhile and I have a place in this world. Janoff-Bulman, 1992

Group Communication Skills

Be here now. Stick with the present, and as much as possible, stay in the boundaries of here and now by describing present experiences.

Be aware of feelings. Try to express personal feelings. give special attention to how people feel and encourage feeling statements.

Use "I" and "Adult" statements. Speak for self, expressing own needs and distinguishing between feelings, opinions and beliefs.

Speak directly to group members. Instead of "Mark seems angry," speak to Mark and address the statement or concern directly to the person --"Mark I sense that you are upset."

Speak freely and openly. Group members need not ask permission to speak, intervene, move around or contribute as long as contributions are respectful.

Any person may "pass". If a group member is uncomfortable with an activity or question, he or she has the right to say, "I pass."

State own feelings. Before asking a question, consider if a statement that accepts ownership would be more direct and suitable. Avoid "why" questions as setting up mind tripping.

Describe situations and behaviors rather than making judgments. Describe a person's behavior and a personal feeling, taking ownership rather than labeling or name calling.

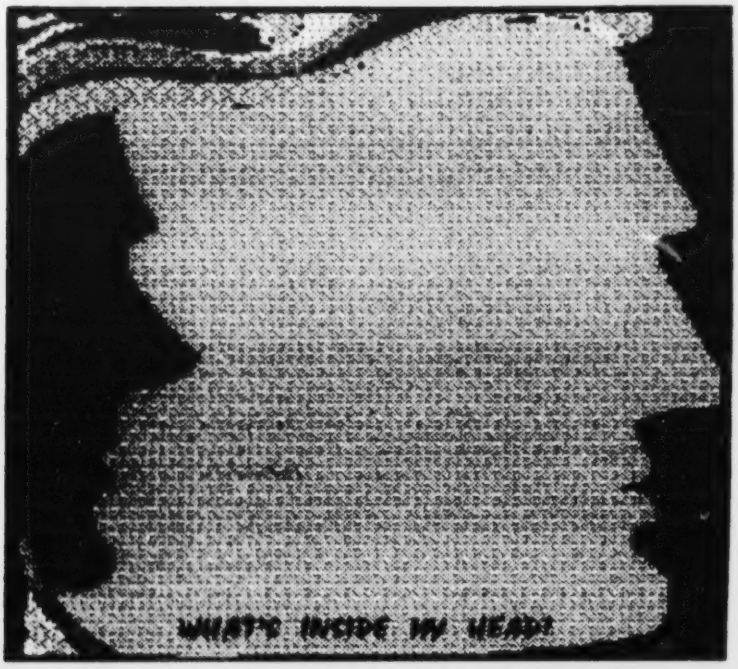
Take personal responsibility for emotions. Rather than giving blame to another group member for an upset or discomfort, accept feelings, emotions and sensations as belonging to self.

Examples: "I am upset" rather than "You make me upset."
"I feel like you are not listening, rather than "Nobody listens to me."

Remember the importance of confidentiality. What happens in the group stays in the group.

BEST COPY AVAILABLE

Communicating
Self understanding



World View

Optimistic
Things will work out for the best.
I'm going to trust her.
It's hard, but I can do it!

Angry / Resentful
It's not fair!
Nobody listens to me.
You always blame me.

Low esteem / critical
School is so stupid.
Get lost. Nobody wants you around.
She never likes my ideas, anyway.

Hopelessness / depressed
All I do is cause trouble.
Why bother? It'll be wrong.
I never do anything right.

Today is the first day of the rest of your life.

Want to improve the view?

1. Monitor % of time in each view.
2. Monitor who provides joy and who drags you down.
3. Ask a reliable person to review the data supportively.
4. Establish goals and an energizer plan.
   a. I will spend time with
   b. I will get outside of myself by
   c. I can get control of anger or frustration by
   d. When sad or depressed I will help another by
   e. I will give myself energy by
   f. I will monitor my progress by
   g. I will celebrate by
5. Stay focused.
6. Believe in yourself.

CCCC

BEST COPY AVAILABLE

Compromise

Sometimes, the idea of compromise feels uncomfortable. Traditionally, it represents the idea of making concession, giving part of something very important away to soothe or please others. In a true community, compromise can be the blending of needs and ideas. With respect, energy, patience and creativity it can exceed, not supplant ideas.

C Clarify the ideas of all participants

O Optimize the options by brainstorming

M Map out the pieces that are easy to accomplish

P Prepare a list of the more difficult pieces

R Renegotiate to be certain ideas are vital and valued

O Openly discuss the barriers and ethical issues

M Move "outside" of the box to look for "encompassing" solutions

I Investigate alternatives for meeting barriers

S Sleep on it -- provide additional time for intuitive strategies to evolve

E Evaluate solutions for effectiveness

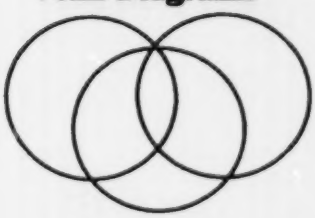
Problem Solving Strategies

1. Have a round-robin to let each person describe and define the problem or issues
   - Goals - sort out the relevant issues
   - Look for and discuss basic assumptions

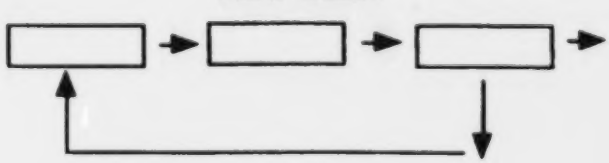
2. Encourage alternate points of view and look for and value "Outside the Box" perspectives
   - Allow time for input from each member of the group
   - Move beyond verbal discussions to diagrams of perspectives

3. Think "around" the issues systematically
   - Encourage thinking outloud
   - Keep a list of suggestions
   - Develop flow charts to view logic of ideas
   - Try working backwards - from solution to individual action steps
   - Ask "What would happen if. . ."
   - Use a Venn diagram to illustrate ideas
   - Use analogies or metaphors to illustrate relationships

Venn Diagrams



Flow Chart



BEST COPY AVAILABLE

Compromise

Preset: Pass 1 can to each student. The cans are to be decorated as a human or animal face in any manner desired.

Development:
In some ways, compromise may sound like a disappointment. After all, when two people cannot agree we often suggest that each make concessions until both can reach middle ground. A better way of thinking about compromise resembles a totem pole. As each person makes a contribution, something wonderful emerges - more special than any one contribution on its own.

Activity:

1. Get in groups and review group skills.
   a. Ground rules
   b. Guidelines
   c. Convening and planning
2. Convene the group
3. Assemble the cans to make a totem pole using group skills. Note the complexity of the finished project.
4. As a group, discuss the conflict resolution guidelines
5. Write a paragraph discussion how conflict resolution will work. Address:
   a. What will be the most difficult for you, personally
   b. How you will develop the strength to work at resolution
   c. How will this be utilized in personal relationships
   d. If you need support, where will you get it?
   e. What is the difference between support and gossip?

Summary: Have an art showing of the class Totem Poles.
Discuss the merits of group work.
Debrief the initial group work.
Make two suggestions for improving group work to be tried at the next group session.

	First Group meeting	Group meeting #2	Group meeting #3
Giving ideas			
Getting ideas			
Using ideas			
Building new concepts from several ideas			

adapted from Schmuck & Schmuck, 1992

BEST COPY AVAILABLE

Conflict Resolution

Directions: Discuss the chart as a group, exploring the pros and cons. Try to determine each person's resolution style and how that helps or hurts the person and the community building process. Are there long term problems with any of the choices? Since no one ends up being hurt in the last column, why is this so difficult to do?

Bodies or feelings get hurt

HOW:

Physical violence
Verbal violence

(Both people do it)

RESULTS:

Things are worse than they were at first.

Both people disrespect each other.

Both people disrespect themselves.

One person gets hurt, the other gets his or her way.

HOW:

One person:
+ uses physical or verbal violence
+ sets up a power struggle
+ neglects or refuses to communicate

The other person gives in or runs away

Typical DEFENSES

sand bagging	martyr
defuse to others	passive aggressive
depression	resentment
grudge holding	dishonesty
repress anger	illness
displace anger	pervasive anxiety

RESULTS:

The argument gets settled
BUT
Both people disrespect each other.

Both people disrespect themselves.

No one ends up being hurt

HOW:

No one attacks in a physical or verbal way

Each person directs and states personal feelings and thoughts about the issues

Each person lets the other know s/he is listening

Suggestions for settling the disagreement are made and one is decided upon

RESULTS:

The disagreement gets settled, usually through compromise

Both people respect each other.

Both people respect themselves.

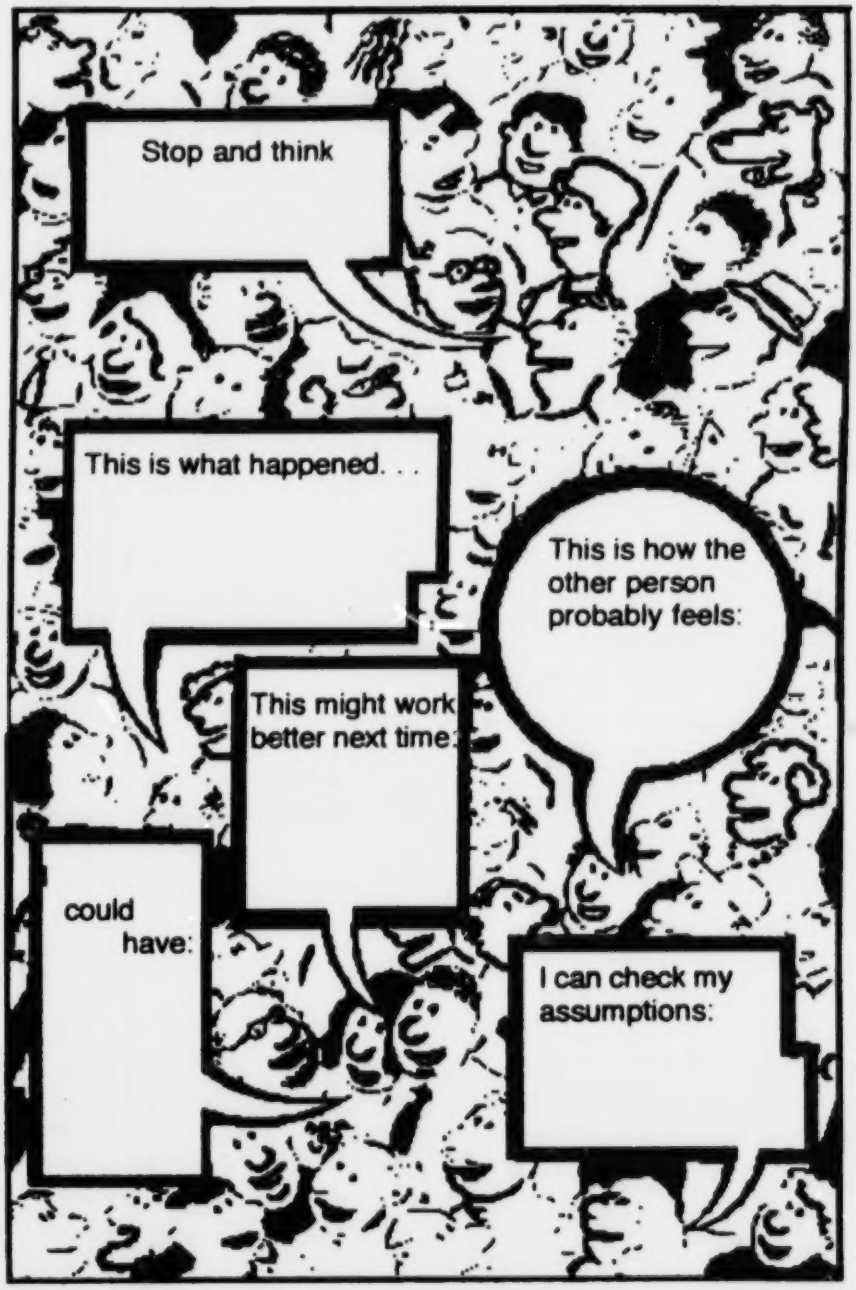
Skills that facilitate success:

Empathy	Communications
Compromise	Unselfishness
Caring	Trust and honesty
Goal setting	Rational thinking

Adapted from Magic Circles

BEST COPY AVAILABLE

Conflict Resolution


Stop and think
This is what happened. . .
This is how the other person probably feels:
This might work better next time:
could have:
I can check my assumptions:

Win-win conflict resolution

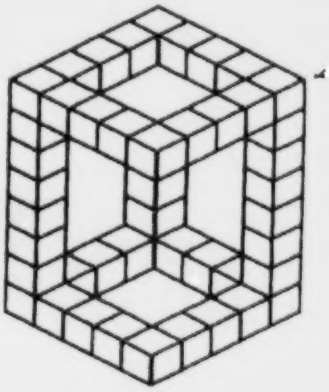
- Agree to solve problems
- Care and share
- Tell the truth
- Think deeply
- Listen reflectively
- Use "I" statements

BEST COPY AVAILABLE

Dimensions

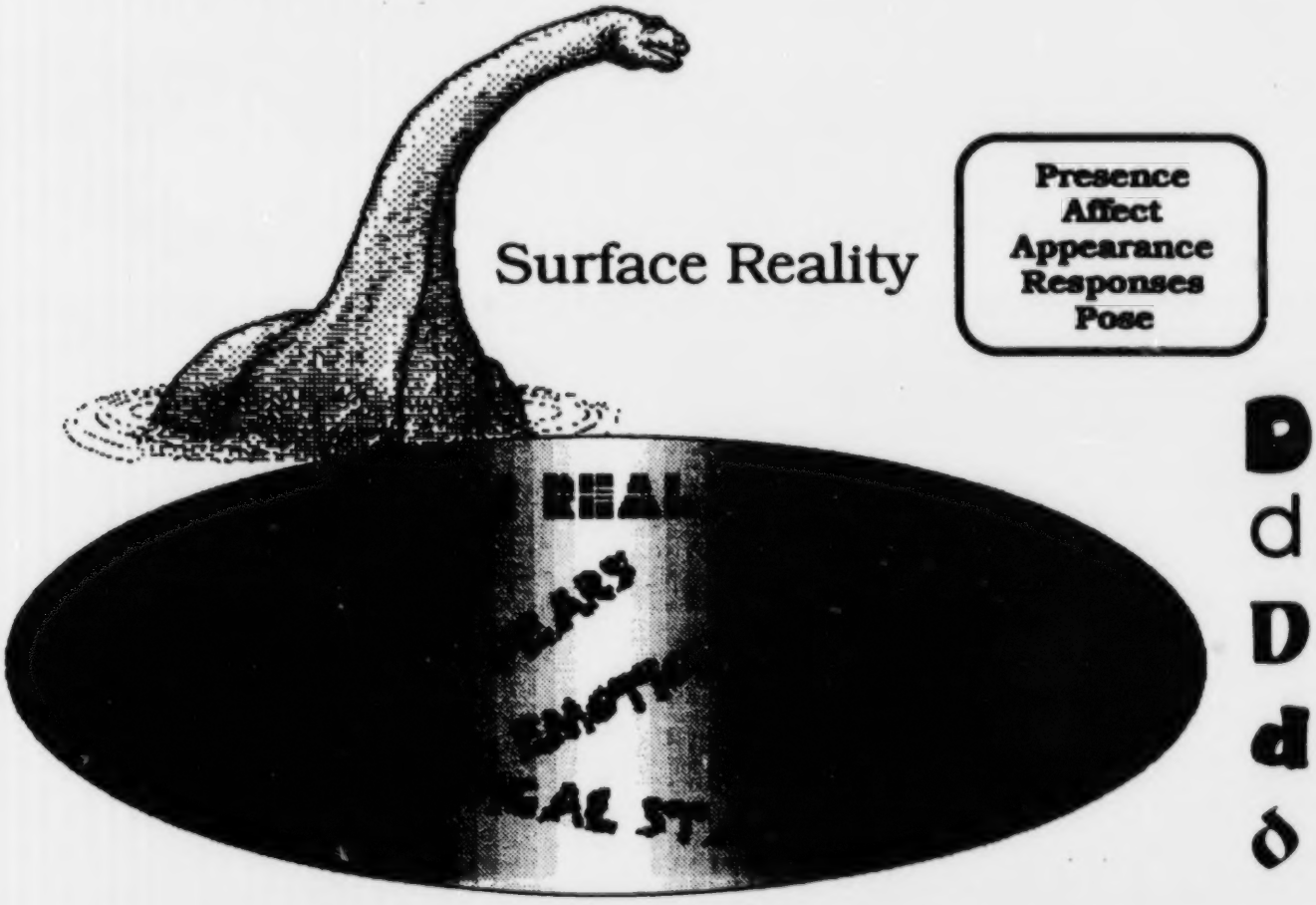
We are learning a great deal about the world around us. The research is difficult, but productive. Research about people is less successful, and though we know a lot, we will know very little. People are complex. We can observe people, but we cannot always understand others or ourselves.

Research on ego development (Baldwin 1906; van den Daele, 1968; Loevinger, 1979) suggests that self understanding is intricately intertwined with development of a social self. Thus, we learn best about ourselves through learning about others.



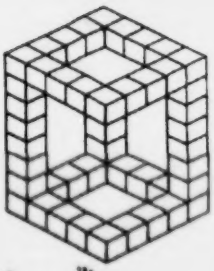
As we mature, we are able to move beyond a personalized view of the world and gain second person perspective. We realize that others do not think as we do. This is a critical skill in group work. In order to understand others, we pay attention to what they tell us about themselves. We can also be attuned to what they tell us about ourselves. No matter how hard we try, we still have things about ourselves that are mysterious, perhaps inscrutable. The same is true of others.

Perhaps love gives us an idea about this. Many people say that ***love is blind***, for when we love others, we seem to spend less time trying to understand and more time being happy about what we feel. That may help us understand ourselves, too. It is important to think about who we are and it is equally important to take time to "be" who we are and embrace that "being".



BEST COPY AVAILABLE

Dimensions



Group Exercise: Each person in the group fills this out.
Compare and discuss answers.

Person 1	Person 2	Person 3	Person 4
My strengths	Name:	Name:	Name:
I think you will say	Your strengths	Your strengths	Your strengths

Use this tool to discover feelings and ideas that are attached to actions. **Content** is the basic statement, while **processes** are all the doubts, fears or motives that are part of the feelings.

Share other thoughts, feelings and needs using this same format.
Some examples of things to discuss include:

Level of trust

Success at staying on task

Needs that are being met

Unmet needs

Concerns about group cohesion

Issues and concerns
- meeting times
- amount of time spent together
- commitment to group
- amount of participation by group members

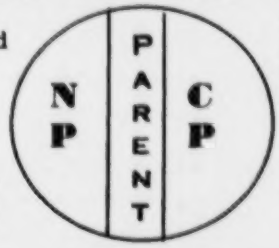
Effective Conversing

Berne (1964) suggested that each time one person acknowledges another, a transaction occurs. The quality of the exchange depends on how that unit of human communication touches each life. To measure the transaction, we look at what role or ego state the person's verbal or nonverbal expression comes from. We can also see if the responses are equally satisfying, and if they provide complementary need satisfaction for both participants.

PARENT REFERS TO A PERSON'S VALUES AND RULES

NURTURING PARENT is understanding and helpful. Too much NP gives a smothering feeling followed by a desire to withdraw.

NP "Where were you last time?"
Non verbal - wring hands, furrowed brow or worried look, tongue clicking



CRITICAL PARENT is directive and judgmental. Limit setting, rule enforcement and concern for well being are included. Too much CP feels like a dictatorship.

CP "Why weren't you here last time?"
Non verbal - hands on hips, frown, finger wagging

ADULT REFERS TO A PERSON'S COGNITIVE INFORMATION PROCESSES

ADULT is fact oriented. The messages are logical, based on observable data or evidence that is clear and it is presented in a linear fashion. It is a vital component of thinking and being rational.

Adult "Our topic for today is . . ."
Non verbal - attentive posture, frank expression

CHILD REFERS TO A PERSON'S SPONTANEOUS AND IMPULSIVE NATURE

FREE CHILD is impulsive pleasure seeking, untrained and autonomous.

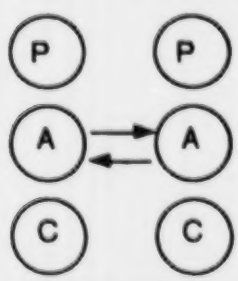
FC "Let's go over to the Union and get something to eat for our group meeting."
Non verbal - excited, smiling, animated

AC "We'd better not share answers. We might get in trouble."
Non verbal - anxious or passive, worried looking, wringing hands

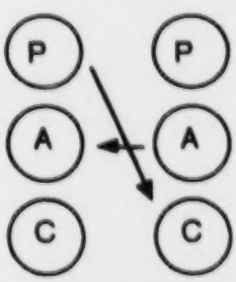
> The sense of being understood is very powerful and rather rare - Van Kaam

One cannot explain things to unfriendly people - Freud

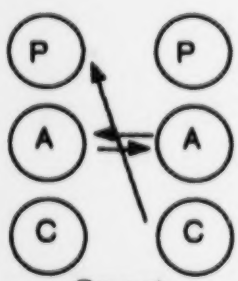
Transactions can be an important way to monitor the power issues in communicating. Each pattern tells about the relationship between two people. It is also a useful way to change the way we relate to each other.



Complementary
(equal & healthy)



Crossed
(unequal - inhibit growth or understanding)



Covert
Complementary on the surface
(hidden destructive message)

E e E e

BEST COPY AVAILABLE

Effective Conversing

No one can speak more intelligently than he or she can listen - Brown

When communicating is effective, it builds relationship and meets needs. Each person feels more understood and primary needs are honored.

1. Assume the role of teacher in a classroom and provide an example of each kind of statement.

KEY
- NP Nurturing parent
- CP Controlling parent
- A Adult
- FC Free child
- AC Adapting child
- COM - Complementary
- CR - Crossed
- COV - Covert

Nurturing Parent _____

_____

Controlling Parent _____

_____

Adult _____

_____

Free Child _____

_____

Adapting Child _____

_____

2. Take turns being the social leader and monitoring group interactions. Record each verbal transaction and try to keep a record of nonverbal transactions, too. Every fifteen minutes, stop and share the findings. Summarize the outcome and discuss how to create optimum conditions for effective conversing.

Transaction Record

Minutes	Verbal	Nonverbal	Verbal	Nonverbal	Verbal	Nonverbal
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
	Name _____		Name _____		Name _____	

Personal Communication Patterns Summary

Parent - % of time - with whom - what did you say?

Adult - % of time - with whom - what did you say? What makes you switch?

Child - % of time - with whom - what did you say? What makes you switch?

Evaluations

Early Intervention

Name _____ Date _____

There are fundamental issues I cannot resolve.
We need teacher support.
Support our process by:

a) Meeting with us
b) Changing group membership
c) Monitoring our group process
d) Helping us with _____

Time conflicts:

+ Our schedules do not match and I need a group that meets:
  Time _____ Day _____

Task issues:

+ The pace conflicts with my working style.

Trust issues

+ This is not the right combination for me and I believe a change is important.

Control issues

+ Too many control issues dominate our working time.

Learning styles

+ We need a wider range of learning styles. We are missing _____

Our group took the following measures to work toward a favorable resolution

1) _____

2) _____

3) _____

Group work is very difficult for me.
I request permission to:

• Work with a partner rather than a group
  Reasons:

  Partner:

  Partner's position:

• Utilize an "outside of class" group
  Reasons:

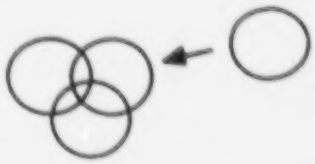
  Group members:

  Contract:

Evaluations

Mapping Dynamics

Name _____ Date _____



Sample maps

Draw a map showing normal group dynamics

Draw a map showing group dynamics when there is conflict

Draw a map showing group dynamics when off task

1. How are the maps different?

2. What model provides the best trust building?

3. What organization promotes task?

Feelings

Emotional maturity is not an absence of emotion. It is not the total control of one's emotions so that one is exclusively rational. Emotional maturity means being clear about the personal identity one values, being able to recognize when that identity has been threatened or is being threatened, recognizing and even seeking opportunities to enhance that personal identity – and having that repertoire of actions and economy of affect that will enable one to construct, protect, or enhance that most valued personal identity. (Morse, 1982)

PURSUIT

Love
Desire
Hope
Joy
Courage
Pride

AVOIDANCE

Hate
Aversion
Despair
Sorrow
Fear
Anger
Guilt

Most of us are good at learning and remembering facts. We can recite that it is 93,000,000 miles to the sun, recall that our phone number is 555-1234 and name people in our group. Feelings are not so simple or straightforward.

We can have a number of feelings at once, and they can be conflicting. We can have one set of strong feelings on the surface, a sense of uneasiness just beneath our conscious awareness and suddenly have a wave of new feelings that are quite different, and that change how we perceive things or what we experience. For example:

Dennis is driving to the restaurant. He thinks about hunger, about the person he is meeting and who else might be at the diner. He considers his bank balance, who will pick up the check and that he really needs to be studying instead of going out to eat. He remembers how upset his stomach got the last time he drank alcohol, that he missed classes the next day and then remembers the teacher's comments about his outstanding work on the paper he just got back from class. Suddenly a car is coming toward him in his lane.

Most of the activities in our waking hours are filled with fleeting and contradictory affective content. Some of it is not so fleeting. It may be two minutes, two hours or two years before Dennis stops thinking about some of the things that occurred in that brief slice of time. Feelings are powerful! There are many feelings that we are glad to have, feelings of acceptance, safety, love. There are feelings that we pursue, spend time, and energy to encourage as part of our lives. There are other feelings that we dislike, that are disquieting or upsetting to us.

Our feelings may be very private things, or they may be events we wish to share with others. Both pursuit and avoidance feelings can be private, or things we wish others to keep to themselves. Dennis is elated about his test scores, but doesn't want others in his group to know, since he is afraid they may tease him or feel envious of his grades. He tells his insurance company about his accident, and how angry he is at the other driver, but he doesn't tell his group anything about his car accident. He thinks he might be in love, but doesn't tell his parents, because they might not approve. He does tell some of the members in the group. He doesn't tell his new love interest about his sore throat, but does tell the teacher about it, and calls group members to say he can't attend because he might make others ill. He has nagging feelings begin to emerge about his scholarship, but decides to ignore them, and hopes the committee won't learn about the course he's flunking until after tuition is paid. One of the members of the group encouraged him to do that and told of a time that worked out for her.

Feelings are transitional episodes that are crucial to our emotional well being. They help us maintain our sense of well being and who we are. They frame us for ourselves, and they give those around us an essence of who we are. Those who are healthy, recognize those feelings, accept that they are occurring and then make decisions about which are helpful and which are potentially destructive.

F
f
F
f
F

In group work it is critical to know that we are having feelings -- to be aware, to accept that we feel a certain way. At the same time, we are not captives of our feelings. We have the ability to keep and enhance feelings, or to process and refocus affective messages. We need to know that we are angry, and what the core issue is that produced the feeling of anger, but we also need to remember that we can control anger, transform it or use it to good advantage. We have the same control over our positive feelings. They are strong, and we can utilize them to advance our humanity, our personal development and the well being of our group. (Adapted from Whelan, 1998)

BEST COPY AVAILABLE

Feelings

PURSUIT

Love
Desire
Hope
Joy
Courage
Pride

AVOIDANCE

Hate
Aversion
Despair
Sorrow
Fear
Anger
Guilt

1. Read the following quotes. Write a paragraph about the feelings you have about one of the following sentiments. Share your thoughts with the group.

One learns of the pain of others by suffering one's own pain, by turning inside oneself, by finding one's own soul. It is important to know of pain. It destroys our self-pride, our arrogance, our indifference toward others. *The Chosen*, Chaim Potok

The Ages of Women
In her infancy she needs love and care.
In her childhood she wants fun.
In her twenties she wants romance.
In her thirties she wants admiration.
In her forties she wants sympathy.
In her fifties she wants cash. -Dick Holst

I love the dark hours of my being
in which the sense drop into the deep.
I have found in them, as in old letters,
my private life. -Rilke

Tacty is the ability to describe others as they see themselves.
- Eleanor Chaffee

Forgiveness is the virtue of the brave. He alone is strong enough to avenge a wrong who know how to love. -Gandhi

I want to unfold
I don't want to stay folded anywhere,
because where I am folded
There I am a lie. -Rilke

I have made a ceaseless effort not to ridicule, not bewail, nor to scorn human actions, but to understand them.. *Spinoza*

Revelations
We make ourselves a place apart
Behind light words that tease and flout,
But oh, the agitated heart
Till someone really finds us out.
'Tis pity if the case require
(Or so we say) that in the end
We speak the literal to inspire
The understanding of a friend.
But so with all, from babes that play
At hide-and-seek to God afar,
So all who hide too well away
Must speak and tell us where they are.
- Robert Frost

Our happiness in this world depends upon the affections we are enabled to inspire.
- Duchesse de Praslin

Happiness is good health and a bad memory. - Ingrid Bergman

Happiness is not a state to arrive at – but a manner of traveling. - Margaret Runbeck

Sorrow is tranquility remembered in emotion. - Dorthy Parker

If you really want to be happy, nobody can stop you. Sr. Mary Tricky

Happiness is not a goal, it is a by-product. - Eleanor Roosevelt

You will do foolish things, but do them with enthusiasm. - Colette

Fear is a question. What are you afraid of and why? Our fears are a treasure house of self knowledge if we explore them.
- Marilyn French

F
f
F
f
F

2. What are common threads in some of the quotes?

3. Compare and contrast three of the ideas.

4. Write your own words of wisdom and share them with the group.

_____

_____

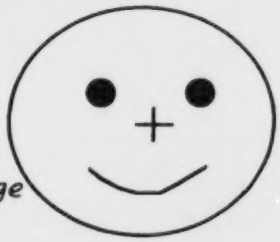
_____

BEST COPY AVAILABLE

Feelings

PURSUIT

Love
Desire
Hope
Joy
Courage



AVOIDANCE

Hate
Aversion
Despair
Sorrow
Fear
Anger

A

abandoned
abused
adequate
adamant
affectionate
afraid
agony
aggressive
airy
alarmed
almighty
ambivalent
angry
annoyed
anxious
apathetic
assertive
astonished
astounded
at ease
awed
awkward

B

bad
beautiful
belligerent
betrayed
bewildered
bitter
blah
blissful
bold
bored
brave
bright
bubbly
burdened
bushed

C

calm
capable
captivated
carefree
challenged
charmed
cheated
cheerful
childish
clever
close
clumsy
combative
comfortable
committed
competitive
condemned
confident
confused
considerate
conspicuous
constricted
contemptuous
contented
contrite
cool
cooperative
courageous
cruel
crushed
cuddly
culpable
cut-off

D

dead
deceitful
defeated
defiant
delighted
depressed
desirous
despair
destructive
determined
different
diffident
diminished
disappointed
discontented
disgusted
dishonest
distant
distracted
distraught
disturbed
dominant
dominated
divided
dreamy
dubious
dull
dumb

E

eager
ecstatic
edgy
elated
electrified
empathetic
empty
enchanted
encouraged
end-of-the-rope
energetic
enervated
enjoy
enraged
enthusiastic
envious
evasive
evil
exasperated
excited
exhausted
exuberant
explosive

F

false
fascinated
fawning
fearful
firm
floating
flustered
foolish
forgiving
frantic
frightened
frigid
free
frustrated
full
funny
furry
furry

G

gay
generous
giddy
glad
good
grateful
gratified
great
greedy
grief
groovy
grumpy
guilty
gullible
gutless

H

happy
hate
hateful
heavenly
helpful
helpless
hesitant
heroic
hideous
high
hilarious
homesick
honest
honored
hopeful
horrible
humble
humiliated
hurt
hysterical

I

icky
ignored
immobilized
immortal
impatient
important
imposed upon
impressed
inadequate
infantile
infatuated
infuriated
insecure
inspired
intimidated
irritated
isolated
itchy

J

jealous
jolly
joyful
joyous
jumpy
junky

K

keen
kicky
kind
kinky
knotted up
kool

L

laconic
lazy
lecherous
left out
licentious
lively
lonely
longing
lost
love
loving
low
lustful

M

mad
magnanimous
maudlin
mean
melancholy
merry
miserable;e
miserly
mystical;l
mystified

N

natural
naughty
neat
nervous
nice
nifty
niggardly
numb
numinous
nutty

O

obnoxious
obsessed
odd
ominous
oppressed
out-of-it
out-of-sorts
overwhelmed

P

pained
panicked
panicky
paralyzed
parsimonious
peaceful
persecuted
petrified
pity
piteous
played-out
playful
pleasant
pleased
pooped
powerful
powerless
precarious
pressured
pretty
prim
prissy
privileged
proud

F
f
F
f
F

BEST COPY AVAILABLE

Feelings

We verbally convey feelings with different kinds of statements.

Questions: "Are you certain you did the assignment?"
Accusations: "You're looking on her paper aren't you!"
Commands: "You two stop talking this very minute!"
Judgments: "You're the smartest person."

Q

quarrelsome
quavery
queer
quiet

R

rage
refreshed
rejected
rejuvenated
relaxed
relieved
remorse
remote
repulsed
repulsive
resentful
respected
restless
reverent
rewarded
righteous
romantic
run-down
ruptured

S

sad
safe
sated
satisfied
scared
self-assured
servile
settled
sexy
sharp
shaky
shocked
shut-out
silly
skeptical
smiley
sneaky
soft
solemn
sorrowful
sorry
spiteful
stagnated
starry-eyed
startled
stingy
strangled
stretched
strong
stuffed
stupid
stunned
stupefied
submissive
sunshiny
sure
surprised
sweaty
sympathetic

T

talkative
taut
tearful
tempted
tenacious
ten-feet-tall
tenuous
tentative
terrible
terrified
thankful
threatened
thwarted
tickled-to-death
timid
tingly
tired
tolerant
trapped
troubled
trusting
two-faced

U

ugly
uncomfortable
understanding
uneasy
unforgiving'
unglued
uninspired
unnatural
unsettled
uptight

V

violent
vehement
vigorous
vital
vitality
vulnerable
vivacious

W

warm
warm-hearted
whole
wicked
wonderful
weepy
whiny
wiggly
wishy-washy
worried

Y

yucky

Z

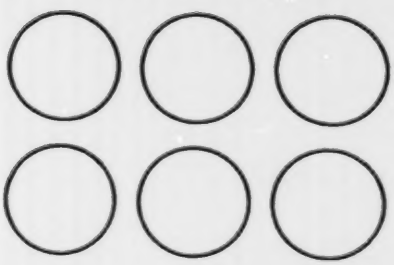
zanie
zinged

Put a D in front of the sentence if it describes feelings. Provide a feeling word, if it conveys but does not describe a feeling.

_____ 1. Shut up! Not another word from you.
_____ 2. I'm really annoyed by what you said
_____ 3. Can't you see I'm busy? Don't you have eyes?
_____ 4. I'm beginning to resent your interruptions.
_____ 5. You're so inconsiderate and selfish.
_____ 6. I feel discouraged because of some of the things that happened today.
_____ 7. This has been an awful day!
_____ 8. You're a wonderful person.
_____ 9. I really respect your opinion.
_____ 10. I feel comfortable and free to be myself when I'm around you.
_____ 11. We all feel you are a wonderful person.
_____ 12. Everybody loves you.
_____ 13. This is a very poor exercise.
_____ 14. I feel inadequate to contribute to the group.
_____ 15. I am a failure – I'll never amount to anything.
_____ 16. I feel lonely and isolated in my group.
_____ 17. I feel that no one in my group cares whether I am there or not.
_____ 18. That teacher is awful – he didn't teach me anything.

We also convey many feelings non verbal statements. Take some time to doodle a few faces that might express feeling words. With the people around you, try miming three nonverbal messages and see how clear they are to others. Take turns until everyone has delivered and deciphered examples.

CARTOON CORNER



MIMES

Emotions	# YES	# NO
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

F
f
F
f
F

BEST COPY AVAILABLE

Fight or Flight

We have emotional responses to the events in life. Once we become aroused, one of three states may take over. They are

FEAR . . . . . flight

ANGER . . . . . fight

HELPLESSNESS . . . . . puddle

These responses are built right into our nervous system. They change the way our bodies feel . . .
and how we see the world . . .
but people do not have gauges

so we may not realize we are coping instead of thinking.

LEVELING is one of the best ways to acknowledge feelings to ourselves and then share them with others. We level when we let someone know we are hurt -- or afraid -- or that we are angry . . . were angry.

Anger, bottled up, or fear that is kept hidden seems to lead to more reoccurrences. Anger is an important feeling. Leveling about anger is difficult.

Leveling means naming the feeling and telling how we really feel. It is exploring it for ourselves and sharing our bewilderment or discovery with others.

When we are unwilling or unable to level about feelings, defenses take the place of honesty.

LEVELING:
- Gain cognitive control - be thinking
- Review cognitive and visceral messages
- Honor what you discover
- Name the feeling
- Share the naming with those who need to know and those who will honor it
- Think of new ways to respond

A coward dies a thousand deaths ---
A brave man dies but one.

- Shakespeare

F
f
F
f
F

BEST COPY AVAILABLE

Fight / Flight

Hostility Questionnaire

Directions: Fill this out as honestly as possible. You need not share the score with others.

1. A person drives by my yard with the car stereo blaring acid rock.
   A. I wonder if the driver is ruining his hearing.
   B. I can feel my blood pressure starting to rise.
2. The person who cuts my hair trims off more than I wanted.
   A.. I tell him or her what a lousy job he or she did.
   B . I figure it'll grow back, and I resolve to give my instructions more forcefully next time.
3. I am in the express checkout line at the supermarket, where a sign reads: "No more than 10 items, please!"
   A. I pick up a magazine to pass the time.
   B. I glance ahead to see if anyone has more than ten items.
4. Many large cities have a visible number of homeless people.
   A. I believe that the homeless are down and out because they lack ambition.
   B. The homeless are victims of illness or some other misfortune.
5. There have been times when I was very angry with someone.
   A. I was always able to stop short of hitting them.
   B. I have, on occasion, hit or shoved them.
6. The newspaper contains a prominent news story about drug related crime.
   A. I wish the government had better educational/drug programs, even for pushers.
   B. I wish we could put every drug pusher away for good.
7. The prevalence of AIDS has reached alarming proportions.
   A. This is largely the result of irresponsible behavior on the part of a small group of the population.
   B. AIDS is a major tragedy.
8. I sometimes argue with a friend or relative
   A. I find profanity an effective tool.
   B. I hardly ever use profanity.
9. I am stuck in a traffic jam.
   A. I usually am not particularly upset.
   B. I quickly start to feel irritated and annoyed.
10. There is a really important job to be done.
    A. I prefer to do it myself.
    B. I am apt to call on my friends or co-workers to help.
11. Sometimes I keep my angry feelings to myself.
    A. Doing so can often prevent me from making a mountain out of a molehill.
    B. Doing so is usually a bad idea.
12. Another driver butts ahead of me in traffic.
    A. I usually flash my lights or honk my horn.
    B. I stay farther back behind such a driver.
13. Someone treats me unfairly.
    A. I usually forget it rather easily.
    B. I am apt to keep thinking about it for hours.

BEST COPY AVAILABLE

14. The cars ahead of me on an unfamiliar road start to slow and stop as they approach a curve.
    A. I assume that there is a construction site ahead.
    B. I assume someone ahead had a fender bender.
15. Someone expresses an ignorant belief.
    A. I try to correct him or her.
    B. I am likely to let it pass.
16. I am caught in a slow moving bank or supermarket line.
    A. I usually start to fume at people who dawdle ahead of me.
    B. I seldom notice the wait.
17. Someone is being rude or annoying.
    A. I am apt to avoid him or her in the future.
    B. I might have to straight them out.
18. An election year roles around.
    A. I learn anew that politicians are not to be trusted.
    B. I am caught up in the excitement of pulling for my candidate.
19. An elevator stops too long on a floor above where I am waiting.
    A. I soon start to feel irritated and annoyed.
    B. I start planning the rest of my day.
20. I am around someone I don't like.
    A. I try to end the encounter as soon as p[possible.
    B. I find it hard not to be rude to him or her.
21. I see a very overweight person working down the street.
    A. I wonder why this person has such little self-control.
    B. I think that he or she might have a hard time walking.
22. I am riding as a passenger in the front seat of a car.
    A. I take the opportunity to enjoy the scenery.
    B. I try to stay alert for obstacles ahead.
23. Someone criticizes something I have done.
    A. I feel annoyed.
    B. I try to decide whether the criticism is justified.
24. I am involved in an argument.
    A. I concentrate hard so that I can get my point across.
    B. I can feel my heart pounding and I breathe harder.
25. A friend or co-worker disagrees with me.
    A. I try to explain my position clearly.
    B. I am apt to get into an argument with him or her.
26. Someone is speaking very slowly during a conversation.
    A. I am apt to finish his or her sentences.
    B. I am apt to listen until s/he finishes.
27. If they were put on the horn system, most wouldn't sneak into a movie theater without paying.
    A. That's because they are afraid of being caught.
    B. It's because it would be wrong.
28. I have strong beliefs about rearing children.
    A. I try to reward mine when they behave well.
    B. I make sure they know what the rules are.

BEST COPY AVAILABLE

29. I hear news of another terrorist attack.
    A. I feel like lashing out.
    B. I wonder how people can be so cruel.
30. I am talking with my dearest friend.
    A. I often find my thoughts racing ahead to what I plan to say next.
    B. I find it easy to pay close attention to what he or she is saying.
31. There have been times in the past when I was really angry.
    A. I have never thrown things or slammed a door.
    B. At times I have thrown something or slammed a door.
32. Life is full of little annoyances.
    A. They often seem to get under my skin.
    B. They seem to roll off my back unnoticed.
33. I disapprove of something a friend has done.
    A. I usually keep such disapproval to myself.
    B. I usually let him or her know about it.
34. I am requestion a seat assignment for an airline flight.
    A. I usually request a seat in a specific area of the plane.
    B. I generally leave the choice to the agent.
35. I feel a certain way nearly every day of the week.
    A. I feel grouchy some of the time.
    B. I usually stay on an even keel.
36. Someone bumps into me at the store.
    A. I pass it off as an accident.
    B. I feel irritated at the person's clumsiness.
37. Someone around me is preparing a meal.
    A. I keep an eye out to make sure nothing burns or cooks too long.
    B. I either talk with them or find something else to do.
38. A friend calls at the last minute to say that s/he is too tired to go out tonight and I am stuck with expensive tickets.
    A. I try to find someone else to go with me.
    B. I tell my friend just how inconsiderate s/he is.
39. I recall something that angered me previously.
    A. I feel angry all over again.
    B. The memory doesn't bother me nearly as much as the actually event did.
40. I see people walking around in shopping malls.
    A. Many of them are either shopping or exercising.
    B. Many are wasting time.
41. Someone is hogging the conversation at a party.
    A. I look for an opportunity to put him or her down.
    B. I move to another group.
42. At times I have to work with incompetent people.
    A. I concentrate on my part of the job.
    B. Having to put up with them ticks me off.

BEST COPY AVAILABLE

43. My spouse, boyfriend or girlfriend is going to get me a birthday present.
    A. I prefer to pick it out myself.
    B. I prefer to be surprised.
44. I hold a poor opinion of someone.
    A. I keep it to myself.
    B. I let others know about it.
45. In most arguments I have, the roles are consistent.
    A. I am the angrier one.
    B. The other person is angrier than I am.
46. Slow-moving lines can often be found in banks and supermarkets.
    A. They are an unavoidable part of modern life.
    B. They are often due to someone's incompetence.

Cynicism: a mistrusting attitude regarding the motives of people in general, leading one to be constantly on guard against the "misbehavior" of others.

3 (B)	4 (A)	7 (A)	10 (A)	14 (B)
18 (B)	21 (A)	22 (B)	27 (A)	30 (A)
34 (A)	37 (A)	40 (B)	43 (A)	46 (B)

Anger: the emotion so often engendered

1 (B)	6 (B)	9 (B)	13 (B)	16 (A)
19 (A)	23 (A)	23 (B)	29 (A)	32 (A)
35 (A)	36 (B)	39 (A)	42 (B)	45 (A)

Aggression: The behavior to which many hostile people are driven by unpleasant negative emotions of anger, irritation, frustration, rage.

2 (A)	5 (B)	8 (A)	11 (B)	12 (A)
15 (A)	17 (B)	20 (B)	25 (B)	26 (A)
28 (B)	31 (B)	33 (B)	38 (B)	41 (A)
44 (B)				

Key: 0 - 3 = low
4 - 6 = borderline
7 - + = consider making a personal change

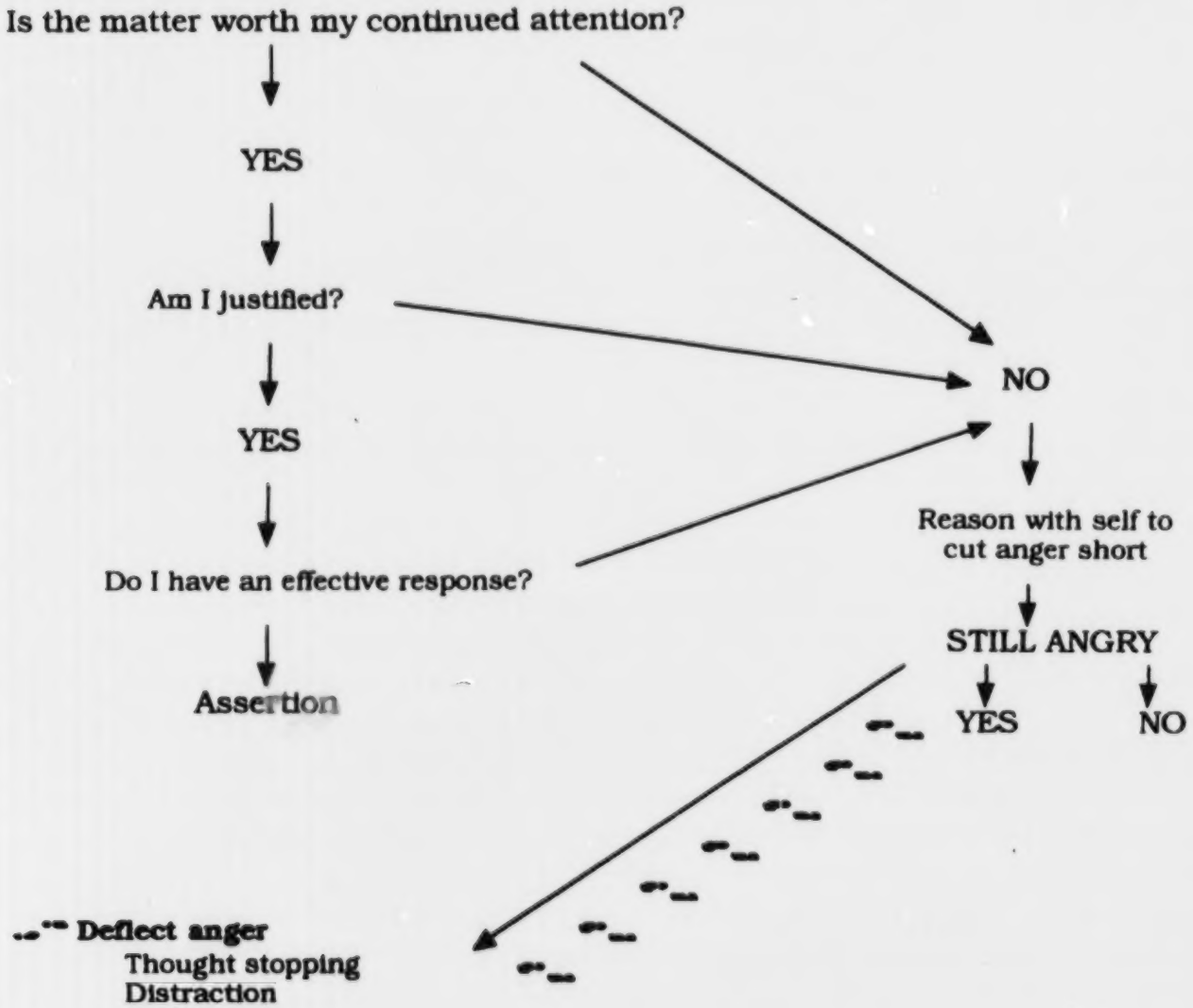
Hostility _____
Anger _____
Aggression _____

Total _____ *

* If the total score is more than 10, it would also be healthful to consider a review. It may be that you are putting your health at risk.

From Williams & Williams (1993) Anger Kills. New York: HarperCollins.

Strategies for Coping with Hostility



Deflect anger
- Thought stopping
- Distraction
- Meditation
- Avoid overstimulation

Improve relationships
- Pets
- Listening
- Trusting
- Community service
- Empathy
- Tolerance
- Forgiveness
- Have a confidant

Adopt positive attitudes
- Humor
- Religion
- Pretend today is your last

From Williams & Williams (1993) *Anger Kills*. New York: HarperCollins.

BEST COPY AVAILABLE

Assessment: Group Dynamics

Directions: Each member of the group fills this out based on a personal perspective. Once completed, compare and discuss perceptions

TASK

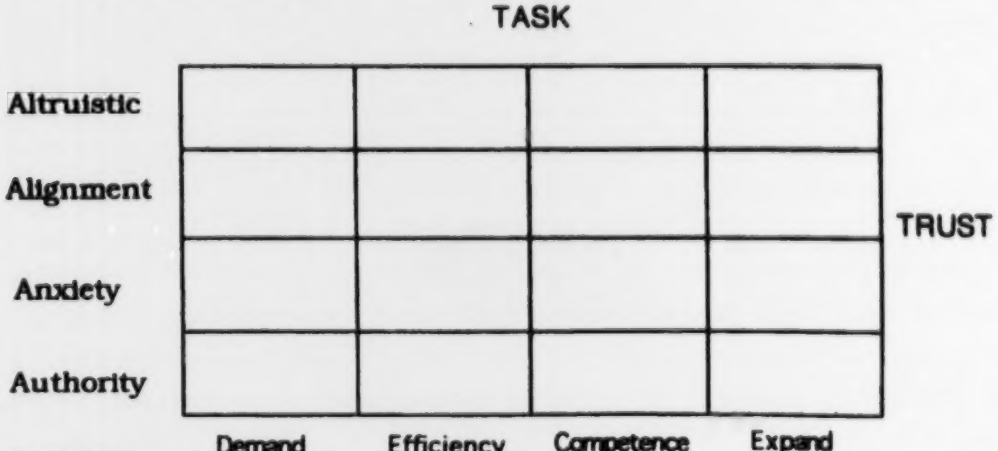
1.	**Goals for our group**				
	Confused	Vague	Average	Fairly Clear	Very Clear
2.	**Personal involvement with the group task**				
	Not	Trying to be	Average	Feel invested	Resolute
3.	**Aware of group dynamics issues**				
	Disregard	Think about it	Average	Aware	Concerned
4.	**Group beliefs and procedures are consistent with meeting group goals**				
	Counter	Inconsistent	Average	Moving together	Complementary
5.	**Attention to others' suggestions and contributions**				
	Denigrate	Disregard	Average	Attention given	Consider them
6.	**Process typically used in decision-making**				
	Ploy to deter	Minority rule	Majority rule	Forced consensus	True Consensus
7.	**Extent of whole group contributions**				
	Distract from task	Few contribute	Average	Most contribute	All contribute

TRUST

1.	**Extent we enjoy the group work**				
	Hate it	Discontented	Mixed feelings	Most enjoy	All anticipate
2.	**Show of appreciation, support and encouragement during group work**				
	We do not	Few feel supported	Average	Often feel supported	We celebrate
3.	**Extent we express true feelings**				
	We do not	Defensive postures	Positive feelings	True feelings but guarded	True feelings
4.	**When faced with conflict**				
	Increase dissension	Avoid it	Take majority position	Explore it	Resolve it
5.	**The idea of major change tends to**				
	Paralyze progress	Create frustration	Make little difference	Increase discussion	Energize us
6.	**Ideas or intervention from administration tends to**				
	Generate anger	Increase discomfort	Polarize the group	Be tolerated	Be valued/sought
7.	**Divergent ideas tend to**				
	Shut us down	Polarize the group	Stimulate discussion	Increase options & compromise	Increase novelty

Directions: Fill in the squares that your group has completed.
Hatch the squares that describe your perception of current group development.
Compare each group member's perception of group growth.

MATRIX for **TRUST & TASK**



BEST COPY AVAILABLE

Group Development

Groups usually show similar patterns of development (Luft, 1984). Stages of development show up in school settings (Lewin, 1947; Johnson & Johnson, 1994), university classrooms (Dunphy, 1974), community groups (Zurcher, 1969), nursing programs (LaCoursiere, 1974; Spitz & Sadock, 1973), counseling and psychotherapy (Bion, 1961; Yalom, 1975; Tuckman & Jensen, 1977), and family and tribe (Bennis & Shepard, 1956). Group development is sequential and successive, and it is also cyclical, and issues are revisited and reformed for the life of the group (Schmuck & Schmuck, 1992.

Developmental Models

Example One

Forming
Storming
Norming
Performing
Adjourning
(Tuckman & Jensen, 1977)

Example Two

1. Orientation
2. Catharsis
3. Focus
4. Action
5. Limbo
6. Testing
7. Purposive (Zurcher, 1969)

Example Three

1. Lack of structure
2. Conflict & hostility
3. Trust formation
4. Termination

(Braaten, 1974)

Example Four

1. Forming
2. Functioning
3. Formulating
4. Fermenting

(Dishon & O'Leary, 1986)

The keys to healthy group development are Trust and Task

In each model, trust building is an initial stage, as well as a later issue. The importance of trust cannot be overemphasized as a component for engaging in successful group work

Building Trust

There are several levels of trust, and trust refers to feeling in control of self as well as feeling safe, understood, valued and protected in sharing self, contributing ideas and reaching out to others.

Indicators of low trust levels

- participants are unwilling to initiate work
- unwilling to contribute when they are called on for reactions
- keep negative feelings to themselves or share indirectly
- take refuge in long-winded story-telling
- hide behind intellectualization
- deliberately vague and focus endlessly on others instead of self
- excessively quiet
- put energy into helping others instead of sharing personal concerns
- maintain there are no problems
- unwillingness to deal openly with conflict, yet feeling judgmental
- excessive degree of group pressure to achieve conformity to "norm"
- feeling ambivalent about what they want from the group
- testing both the leader and other members to determine the safety level of the group

When these indicators occur in the actions of one member or are evident in group dynamics, members can build a sense of safety by focusing on individual needs and issues as well as the importance of enhancing the cohesiveness of the unit.

- deciding each is willing to invest in a group experience
- becoming aware of and owning some feelings of which they were previously only dimly aware
- observing personal behavior to enhance the congruence between saying and doing
- becoming more attuned to conflict that might be brewing within the group
- learning to effectively share what each feels and thinks about the group -- allowing time and a forum

Fear often slows or halts the group building process. It may help to discuss them as a part of group and offer assurances that members are valued and their fears and needs can be shared and honored.

- I'm afraid you won't like me
- I'm afraid to look at what I'm really like inside
- We seem stuck in the group
- I can't identify with anyone here
- No one will like me once they know what I'm really like
- There's someone here I may not like
- I can't see why we have to share our feelings
- I don't feel safe in here
- Nobody can understand me
- Once I get angry, I won't be able to get myself back under control

BEST COPY AVAILABLE

Group Development

Groups usually show similar patterns of development (Luft, 1984). Stages of development show up in school settings (Lewin, 1947; Johnson & Johnson, 1994), university classrooms (Dunphy, 1974), community groups (Zurcher, 1969), nursing programs (LaCoursiere, 1974; Spitz & Sadock, 1973), counseling and psychotherapy (Bion, 1961; Yalom, 1975; Tuckman & Jensen, 1977), and family and tribe (Bennis & Shepard, 1956). Group development is sequential and successive, and it is also cyclical, and issues are revisited and reformed for the life of the group (Schmuck & Schmuck, 1992.

Developmental Models

Example One

Forming
Storming
Norming
Performing
Adjourning
(Tuckman & Jensen, 1977)

Example Two

1. Orientation
2. Catharsis
3. Focus
4. Action
5. Limbo
6. Testing
7. Purposive (Zurcher, 1969)

Example Three

1. Lack of structure
2. Conflict & hostility
3. Trust formation
4. Termination

(Braaten, 1974)

Example Four

1. Forming
2. Functioning
3. Formulating
4. Fermenting

(Dishon & O'Leary, 1986)

The keys to healthy group development are Trust and Task

In each model, trust building is an initial stage, as well as a later issue. The importance of trust cannot be overemphasized as a component for engaging in successful group work

Building Trust

There are several levels of trust, and trust refers to feeling in control of self as well as feeling safe, understood, valued and protected in sharing self, contributing ideas and reaching out to others.

Indicators of low trust levels

- participants are unwilling to initiate work
- unwilling to contribute when they are called on for reactions
- keep negative feelings to themselves or share indirectly
- take refuge in long-winded story-telling
- hide behind intellectualization
- deliberately vague and focus endlessly on others instead of self
- excessively quiet
- put energy into helping others instead of sharing personal concerns
- maintain there are no problems
- unwillingness to deal openly with conflict, yet feeling judgmental
- excessive degree of group pressure to achieve conformity to "norm"
- feeling ambivalent about what they want from the group
- testing both the leader and other members to determine the safety level of the group

When these indicators occur in the actions of one member or are evident in group dynamics, members can build a sense of safety by focusing on individual needs and issues as well as the importance of enhancing the cohesiveness of the unit.

- deciding each is willing to invest in a group experience
- becoming aware of and owning some feelings of which they were previously only dimly aware
- observing personal behavior to enhance the congruence between saying and doing
- becoming more attuned to conflict that might be brewing within the group
- learning to effectively share what each feels and thinks about the group -- allowing time and a forum

Fear often slows or halts the group building process. It may help to discuss them as a part of group and offer assurances that members are valued and their fears and needs can be shared and honored.

- I'm afraid you won't like me
- I'm afraid to look at what I'm really like inside
- We seem stuck in the group
- I can't identify with anyone here
- No one will like me once they know what I'm really like
- There's someone here I may not like
- I can't see why we have to share our feelings
- I don't feel safe in here
- Nobody can understand me
- Once I get angry, I won't be able to get myself back under control

BEST COPY AVAILABLE

Group Development

Trust Building

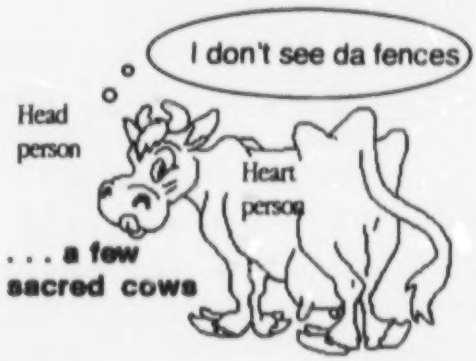
Trust refers to feeling in control of self as well as feeling safe, understood, valued and protected in sharing self, contributing ideas and reaching out to others. Building trust begins with explaining areas of comfort and restraint and irritation.

Directions: Each group member completes this sheet and then discusses needs, defenses and communication style with another group member and then with the entire group.

I like communications to be :

0 delivered in private	0 respectful	0 open
0 never in front of others	0 as soon as possible	0 kept just between us
0 positive only	0 end of the day	0 constructive
0 honest	0 non personal	0 productive
0 sensitive	0 blunt	0 over a cup of coffee
0 direct	0 gentle	0 straight to the point

I get defensive when:



Don't tell me about:

Do tell me about:

I show my anger by:

I show uncertainty by:

My best group role is:

I am really good at show casing:

Group Development

A society that places highest value on the worth and freedom of the individual also encourages the strongest independent thought, independent work, and independent responsibility. An inherent goal of a sound group in such a society is the reaffirmation of true independence while at the same time meeting group needs concerning tasks and morale.

- Joseph Luft, 1984, p. 170.

Promoting Task

In the working stages specific tasks and assignments are central.
The following are signs that a group is developmentally task oriented.

Cohesion-two or more working together, not turn taking
Eager to begin work - self-sustaining - motivated
Here-and -now focus
Members show a personal responsibility to carry out and achieve tasks
Participants trust the leader and productive work occurs
Task roles are easy to assume, vacate, reconnect
Members appear to trust themselves and speak up and discuss needs
There is little game playing, little testing of limits or subversive activity
Integration of feelings and thinking
Very direct in communicating, etc.
Approach and resolve conflict
Goal identification occurs with ease
Honest, direct, useful feedback exchanged
Focus on common ground rather than weaknesses
Committed to group members and tasks

Enhancing Group Growth

Group work is rewarding and difficult. Community building, of necessity, involves a balance that meets individual and group needs -- "all for one and one for all." A group is only as strong as its concern for the views and needs of every individual. And any one individual can sabotage the well being of all.

∞ Norming & storming ∞ storming & norming ∞ norming & storming ∞

. . . the perpetual dynamics of a fully functioning, growing, working group.

These are some of the key factors found in healthy and dynamic groups. Use these keys to enhance group growth and optimize the well being of the group community.

- If **trust** is an obstacle for the group, tasks can provide an alternative method for building a culture.
- **Equal distribution of power** is critical to longevity and health of a group.
  1) Use two leadership positions
     a) task leader - facilitates goal setting and helps the group focus on task
     b) social leader - keeps watch on the cohesion of the unit and comfort of individuals
  2) Leadership revolves around the group, changing at each meeting
- **Goal attainment** is highly valued, but not at the expense of trust building or needs of an individual At the same time, no individual may hold the group hostage to individual need. Conflict resolution skills may be employed to help balance these issues as they emerge.
- **Group dynamics** include locomotion, cohesion, and flow
  Locomotion - ability to move forward
  Cohesion - intensity of need for group to stay together
  Flow - the combination of task and trust define the amount of give and take in the group and the health and resilience of time spent together
- **Integration** and synthesis of a group is serious and crucial work. Understanding and meeting the needs of each person is essential. Functional groups integrate the needs of each member into decisions and actions. Attention to this dynamic produces the fastest results.
- **Humor** provides a wonderful outlet for tensions and may reduce the frustration and anger that is generated during norming and storming.

G g G g G

BEST COPY AVAILABLE

Group Development

TASK COMMUNICATION

This communications work sheet provides an opportunity for the group to address emerging concern. This provides a place to document, to define and to initiate change.

Date _____

SOMEDAY WE WILL BE ABLE TO LAUGH ABOUT THIS, BUT IN THE MEANTIME . . .

Common Concerns

- Distribution of power
- Direction - goal attainment
- Time on task
- Group Dynamics
  - locomotion
  - cohesion
  - flow
- Integration
- Humor

Concern:

Plan for change:

Goal

Action Plan

Special roles and skills

Time line

Evaluation

Follow-up

Group Development Alert

OH-OH TASK / TRUST ALERT

From _____

Reported to_____

Date _____

Help us by . . .

- Not a good fit . . .
- I am worried about
- Please help me with
- We don't not seem to able to build trust.
- We are having a task crisis
- We are having an attendance crisis
- Control issues are emerging
- We can't forma productive team

We discussed this as a group on _____

Outcome _____

Honesty

Half the misery in the world comes of want of courage to speak and to hear the truth plainly, and in a spirit of love. - Harriet Beecher Stowe

Honesty Rules

1. Is it the truth or is it an opinion?
2. If it is an opinion, state that it is "My opinion is . . ."
3. Is it going to be appreciated? If there is some question, can the comment be framed to enhance reception?
4. Will it help the person? If it might hurt, wait to share it until the person has support and knows you care. *(If it might hurt, don't write it as a note.)*
5. Would you like it said about you?
   NO?
   Then carefully consider the importance of sharing it.

The real art of conversation is not only to say the right thing in the right place but to leave unsaid the wrong thing at the tempting moment. -Lady Nevill

Nagging is the repetition of unpalatable truths. - Baroness E. Simmerskill

Evil report, like the Italian stiletto, is an assassin's weapon -F. Maintenon

To speak ill of others is a dishonest way of praising ourselves - W. Durant

Cynicism is an unpleasant way of saying the truth - Lillian Hellman

There isn't any secret formula or method. You learn by loving --- by paying attention and doing what you thereby discover has to be done. - Aldous Huxley

Happiness and love are just a choice away. - Leo Buscaglia

Do onto others as you would have them do unto you - The Golden Rule

H h H h H

Honesty

Assertive or Aggressive

AGGRESSION **forces one person's will upon others**

It is a reaction -- to be used as a response to life threatening events.

Some conversations are like tangling with a grizzly bear. Suddenly, out of nowhere, a comment sets off a ball of raging fury, and we feel trapped. Once we have such an encounter, we may become overly cautious about being trapped -- yelled at, belittled, bullied, hurt, maligned. But really, few group interactions feel like meeting up with a grizzly.

Most group interactions are tentative, more like Panda Bears picnics than Grizzly encounters. We are more likely to find that group members are secretive, seldom telling people how how they really feel, not trusting easily, rather gentle, seemingly inscrutable, and working to be safe and get needs met. As group work progresses, we know who feels most vulnerable. We can strengthen group cohesiveness by working on assertive communication skills and welcoming the comments and suggestions, of the least vocal members.

ASSERTIVE communicating is complex.

It requires an ability and a desire to see different perspectives. It looks not only at the needs of the self, but also perceives the needs of others. It requires the ability to find ways to meet personal needs, to express personal needs, to value self hood, but at the same time, look to the needs of community.

It requires the ability to trust -- to trust that others will share in civil behavior, and that the self has the resilience to live through a grizzly attack if the communication is unsuccessful.

Build community! Work to include the following communication skills in interactions

Honestly share feelings
Recognize and honor personal needs
Work to recognize and honor different viewpoints and value systems

Successful Assertive Communicating

Blending Perspectives

<u>Ask for what you need</u>

I need _____
_____

I want _____
but_____

I really think _____
_____

I am happiest when the group __
_____

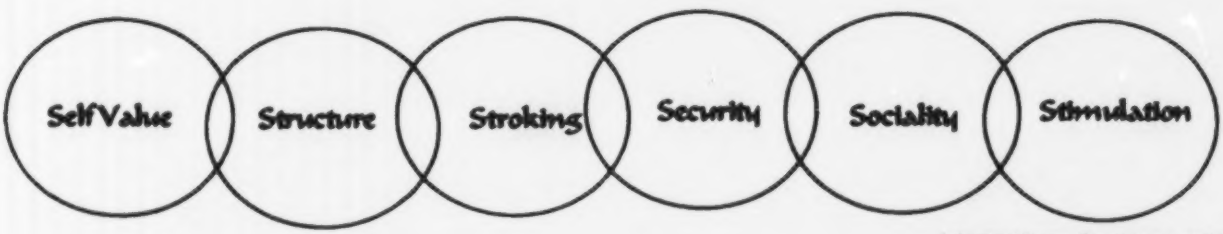
<u>Recognize and meet the needs of others</u>

What do you need? _____
_____

How can I help you feel safer? _____
_____

What do you think is important? _____
_____

Adult Socialization Needs



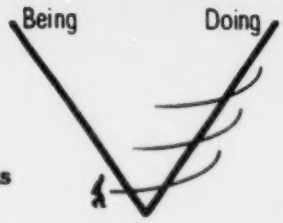
Adapted from Bradshaw, 1988

42

BEST COPY AVAILABLE

Honesty

Being and Doing Statements



Statements that honor the things we **do** are powerful. We hear many of them each day. Comments about who we are, our **being**, are compelling! We get most of these statements from nonverbal cues and responses. When we look for unconditional regard, it is being statements we seek.

Being statements:

Authentic and genuine
Non judgmental
Focused on inner qualities
Heart to heart
Trust involved
Often nonverbal -- smile, eyes lit up, gentle touch, warm hand shake
Usually comes from unconditional stance

Doing statements:

Task oriented
Often judgmental
Focused on behavior
Based on observable skills or actions
Trust involved
Frequently verbal, though usually there are non verbal markers as well
May include praise or manipulative comment

Examples:

I'm happy to see you.
Thank you for sharing your ideas.
You always give so much of yourself.

You did a great job on the presentation.
You are always here on time.
I like how you take turns.

Directions: Discuss the difference between doing and being statements. Build trust by working together to make "Being statements about each group member. This is a good way to build community and enhance trust.

"Being" Statements

By person #1

By person #2

About person #1

About person #2

By person #3

By person #4

About person #3

About person #4

Enrichment Activities

What is the difference between praise and "being" statements?

Articles have been written against using praise in the classroom. Discuss your thoughts about this.

What is the difference between talking about what is right or correct and being judgmental?

It is "crazy-making" according to some experts, to send a double bind message (Bateson, 1972; Haley, 1976). That means giving a positive message either verbally or nonverbally and a negative message at the same time. For example, a teacher might say "You did a good job" and smirk at the same time, or the group might praise a person for coming, and then spend the rest of the time ignoring or berating everything the person says or does while at the group activity.

Share personal examples of this kind of communicating, and agree to monitor the group during the next meeting to see if there are times when double messages are sent.

BEST COPY AVAILABLE

Honesty
One World View

Honesty if quite complicated. It nearly always embroils a person in an ethical dilemma. It is very personal, and it involves many layers. Here are some examples.

"My mother is the most beautiful woman in the world"
This sounds like **emotional honesty** - especially if it is spoken out of mom's hearing.

"I can't do math."
This may be **developmental honesty**. The student had trouble in school, didn't do well in math class, still believes that math is too difficult, and won't try it again. It often comes as a surprise to students when they try math later and find that they are quite good. Often, they don't revise that first belief, though, that they are not good at mathematics.

"The world is flat."
This was **scientific honesty** for many years, and as scientific honesty, it is a null hypothesis - as is all scientific knowledge. It is considered to be true until disproven. People have been ridiculed, imprisoned or put to death for expressing beliefs, and for refuting them.

"Poodles are the best breed of dog."
This may be **personal honesty** - the expression of a personally held belief. There are facts to support such a statement and facts to refute it. It may be an over generalization. Poodles are the best breed of dog (for me) -- (for allergy sufferers) -- (for dancing on hind legs.)

"It's going to rain." • • "We can't be successful as a group"
These may be **forecasts**. They are based on the information at hand and the way that information is interpreted. Meteorologists may added a % of certainty. There is a 60% chance of precipitation. We can do the same.

"This is the only way"
Statements based on **beliefs** are also a form of honesty. Some people hold to them, even in the face of death.

"Pizza is the best food"
Personal opinion is also a form of honesty. It is neither right nor wrong, true or false. It is a form of honesty to share personal taste, and sometimes, a form of dishonesty to keep opinions unspoken and unknown.

Write a personal response for each kind of honesty and then share it in a group round robin. Group members can help to monitor discussions so that each participant can feel honest and safe.

1. *Emotional honesty* _____
2. *Developmental honesty* _____
3. *Scientific honesty* _____
4. *Personal honesty* _____
5. *Forecast* _____
6. *Belief* _____
7. *Personal opinion* _____

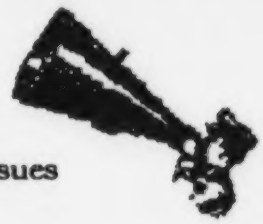
Hhh Hhh

BEST COPY AVAILABLE

Honesty
Parent, Adult & Child

	Late	Off task	Disagreeing
Parent	You never get here on time. Why don't you get organized!	There you go again. We're never going to get done if you keep interrupting.	Stop all this fighting. You shouldn't be discussing this stuff. Get back on track!
	Give another example	Give another example	Give another example
Child	See? I told you she wouldn't get here on time. She probably can't even tell time.	This whole presentation is stupid. I'm not going to get up there and act like a big idiot.	That's a really dumb idea. You probably didn't even read the chapter. Nobody who studied the material would come up with such a hare-brained notion.
	Give another example	Give another example	Give another example
Adult	I really value the time we have together. Let's set a time when all of us can get here for the whole meeting.	I think we could summarize our work and look for a way to move forward.	I want to clarify positions and feelings about this and see if there are some ways that we are in agreement and use those to decide what to do next.
	Give another example	Give another example	Give another example

Directions: Spend group time discussing the growth and health of the group. Take turns sharing feelings and perceptions, trying to stay in the "Adult" mode. Identify one person at a time to monitor perceptions, changing often enough that each group member serves as monitor. The following are excellent points for discussion.



Celebration points

Issues

1. Achieving tasks
2. Meeting regularly
3. Building the team
4. Maintaining good working relationships
5. Developing individuals
6. Recognizing individual needs and wishes

BEST COPY AVAILABLE

Humility & Gratitude

A grateful mind, by owing, owes not, but stills pays, at once indebted and discharged - Milton

People are complex. We need the sun, but we are enriched by the beauty of the light, the changing sunsets and the ever changing color of the sky. We need clothes to wear, yet one outfit or uniform is not as appealing as a wide array of choices. We need nourishment, and we want variety in taste, texture and smell of our food. Students can learn on their own, but working as a group brings dimensions of novelty, richness and creativity.

Humility and Gratitude are prized emotions that enrich the individual and add depth to community. Human science research is beginning to look at well-being and wholeness, at what makes a healthy community and what personality traits are part of self actualization. Humility and Gratitude are manifestations of well-being, maturity, personal grace.

Gratitude

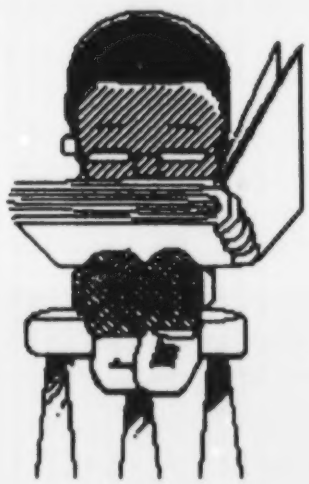
A core of behaviors expressing gratitude can be taught to students and modeled for them. Simple expressions include "please" and "thank you." Gratitude can be verbalized before it is understood, before it is a part of consciousness.

Empathy is probably a prerequisite to seeing the contributions and sacrifices of others. As we develop an internal sense of appreciation for the feelings, needs and thoughts of others, we can begin to recognize ways that they make sacrifices for others. Sharing appreciation is more than not taking others for granted. By valuing and naming the contributions of others, we enhance the sense of community, reduce conflict and increase the bond. As we recognize the contributions of others, we also strengthen personal well being. Gratitude is one of the attributes that great people seem to share. When we honor phenomenal goodness in others, we find that they, in turn, honor the greatness and contributions of others in their lives. Harness the power of gratitude for self and for the group.

Humility

Self certitude is a common trait of early adolescence. Many of us remember being twelve to fifteen years old and believing we had definitive answers -- to almost everything. Maturity brings a sense of infinite questions, and blurs the black and white certainty of adolescence, replacing that savoir-faire with reflection, ethical dilemmas and cognizance of genuinely disparate and equally correct points of view. Brashness and certainty are replaced with budding moments of wisdom, and this wisdom is paid for in the coin of self understanding.

Working in groups facilitates self understanding. Self understanding increases trust, for it optimizes the ability to communicate with others -- letting others express perceptions and allowing us to hear what is being expressed as well as the nuances of messages. Part of the price of self understanding is learning to recognize and accept personal limitations, to see ourselves as we really are and to let the person of this moment be enough. Recognition of fallibility, of uncertainty, is built on a platform of safety. The safety is anchored in humility.



And humility is the mechanism that provides freedom to risk, to be wrong, to learn from others and accept the uncertainty of looking for answers and ideas from the perspectives of others,

Humility also facilitates communication by freeing us from fear. When we know in part, who we are, and are willing to share self with others, we are also likely to be candidly open to realizing who others are, rather than projecting who we are upon them. As we accept ourselves, we enhance our ability to accept others. This acceptance frees us from unfounded anxiety.

Fears that keep us from self fulfillment include fear of rejection, of looking stupid, of feeling powerless, being censured, humiliated or abandoned.

Humility neutralizes these fears.

Hhhh

BEST COPY AVAILABLE

Gratitude

The I-I-I Syndrome

Mary Browne

The I-I-I Syndrome is the term I've adopted for what I feel is the basis for most causes of depression. "I am lonely," "I don't have enough money," "I want people to love me more," "I feel helpless," -- these are just a few examples of the I-I-I Syndrome. There can be no peace for you when you are consumed with thoughts of yourself and of your personal desires. If you take time to think about this, you will see the truth of it. How can you be depressed when you are thinking about the needs of another person? Your mind will not be able to hold on to the depression when it is focused on something other than its own desires.

This is not to say we should live our lives as one grand avoidance of issues that make us feel bad. Yes, disturbing things will crop up. How can we live on a planet that is full of misery and not be affected by it? But you don't have to become depressed in order to share the pain of suffering humanity. I'm certain many of you have heard that it is good to keep yourself occupied if you're going through a difficult time. This is great advice. You must no allow yourself to fall into depression. There is too much to be done to waste sacred energy this way.

Do a little experiment with me. Observe just how many times each day you use the word *I* and listen to the conversations of others. How often do you hear those around you using the word *I*? Try to train yourself not to think the word *I* first. Replace I with you. Look at everyone you meet and be interested in what they are feeling and thinking. Don't allow yourself to stay consumed with thoughts of yourself.

I have a client who has been battling cancer for the past five years. The cancer metastasized to her brain. This lovely woman has two small children and a husband she loves very much. She faces the day-to-day uncertainty of not knowing if she will see her family and friends again. Yet she is always concerned about the feelings of others. The first words out of her mouth are always "How are you today?"

I remember visiting her at the hospital after surgery. She was asleep when I arrived so I sat quietly next to her bed and waited. When she woke up, the first thing she said was, "Mary, you look tired. Thank you so much for being here." Then she asked if I had eaten.

Her foremost concern is always with what effect her illness is having on her friends and family. In fact, many of our discussions center on the best way to handle the sadness and depression of the friends and family who visit her. She laughs and says that she has no fear of death. She sees her illness as a learning experience for her soul's development. Yes, she loves life and is doing everything in her power to become well, but depression has no place in it. Her concern for others carries her through even her most terrifying moments.

Those who are suffering often become stronger through serving others. We can learn by their example. I don't think it is necessary to put one's hand in the fire to prove that fire does burn, and we don't have to become seriously ill in order to learn selflessness. We can be fortified by the courage of those around us. We can look at the troubles of others and be grateful for what has been given to us. If we are truly grateful, it is not possible to be depressed. Don't look at the suffering of others and say "How terrible!" and then run off and complain about the things you don't have. The gratitude you feel for all that has been given to you will lift you above depression. (pp. 22-23)

From Browne, M. T. (1990) *Love in Action*

BEST COPY AVAILABLE

Humility & Gratitude

A grateful mind, by owing, owes not, but stills pays, at once indebted and discharged - Milton

Writing Letters of Gratitude

1. Write a letter to the universe, to a Supreme Being or to all of life, expressing thanks for your life. Keep this letter and read it from time to time, updating it as your life evolves.

2. Write a letter as if it were written shortly after your death by a person who knows and loves you. Have the writer reflect back on your life as s/he knows it firsthand, secondhand and through intuition. Be sure to interpret this life with deep passion, respect, appreciation and humor. It is to be a positive expression of who you were and what you stood for. This is not a time for modesty. Creating a moving vision of your entire life as seen by someone who truly loves you completely, someone who understands what it is to be the particular, unique human being that you are, someone who articulates a vision of your life.

3. Write a letter of gratitude to a teacher who affected your life positively. Explain the most significant part of that influence and how it contributes to what you are, who you are becoming and other lives you are touching or hope to touch. - Adapted from *The art and practice of loving* by Frank Andrews (1991)

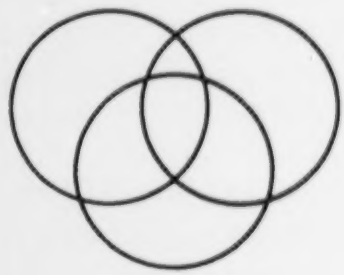
If you were going to die soon and had only one phone call you could make, who would you call and what would you say? And why are you waiting? - Stephen Levine

Brainstorm about and then develop a definition of humility and gratitude as a group.

Humility -

Gratitude -

Compare and contrast gratitude and humility.



Is there a relationship between the two?

What do they have in common?

How are they different?

Consider what conditions allow a person to feel grateful.

a. b. c.

What are underlying conditions for humility? Are they also present in those with poor selfesteem?

Read each quote and decide, as a group, if the author is discussing gratitude or humility.

"I do not know what I may appear to the world, but to myself I seem to have been only like a boy playing on the seashore, diverting myself in now and then finding a smoother pebble or a prettier shell than ordinary, whilst the great ocean of truth lay all undiscovered before me." - Newton

We always affirm with conditions. I affirm the world on condition that it gets to be the way Santa Claus told me it ought to be. But affirming it the way it is—that's the hard thing! - Joseph Campbell

SOMEBODY'S BORING ME – I THINK IT'S ME - Dylan Thomas

One loses many laughs by not laughing at oneself. - Sara Duncan

We shall not cease from exploration
And the end of all our exploring
Will be to arrive where we started
And know the place for the first time. - T. S. Eliot

H h H h H

BEST COPY AVAILABLE

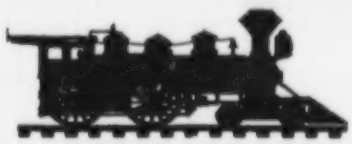
Gratitude & Humility

Working in a group takes trust, energy and extra time. Sometimes we spend important vitality being upset or feeling misunderstood because of human interactions. Group time can be taken up with problem solving and conflict resolution. Task and trust issues are important! For group success make a practice of expressing appreciation when issuess are resolved, when members are thoughtful, when there is esprit de corps, and when practical, do so in writing!

I appreciate _____

Way to Go!

I appreciate _____



Way to Go!

I appreciate _____

Way to Go!

I appreciate _____

Way to Go!

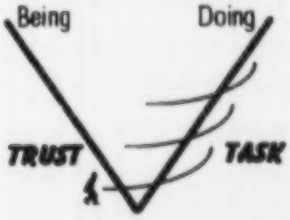
A hundred times a day I remind myself that my inner and outer life depend on the labors of other men, living and dead, and that I must exert myself in order to give in the measure as I have received and am still receiving.

- *Albert Einstein*

BEST COPY AVAILABLE

Interdependence / Independence

We have both self esteem and social esteem. Social esteem comes from our interactions. Our earliest decisions about our ability to get along with others comes from family.



When students work together to complete a task, at least half of the available time is spent on building trust and working out ways to become interdependent. (Gibb, 1961; Tuckman, 1965; Bales, 1970, Schmuck & Schmuck, 1992)

Group work can build both social and self esteem. We define ourselves by our social interactions. We understand who we are by understanding who we seem to be to others, by how we are when we are with others, and by what we do when we are in community. Group work includes time on task, and time building trust. It is important to build self and community. A great group will value the nature and independence of each member. A great group is a complex interplay of interdependence --self and community, task and trust, being and doing.

The behaviors of marine animals are striking. In the Keys, a man was catching crabs. The bucket was open, but no crabs escaped. The man explained that the crabs would not let others climb out. I watched, and as one crab got to the brim, others would bring it down into the bucket by pulling it. None escaped while I was there.

I saw a special feature, showing how difficult it was to keep an octopus enclosed. No matter how secure a tank seemed to be, an octopus could get out. In one example, there was a small opening, with a stopper in it. Somehow, that octopus managed to remove the stopper and squeeze through. The film gave many examples, and each time, the creature found a way to be free. I was fascinated by the independence of the octopus, its strong will and its ability to break away from the restraints placed upon it. I could see that it was the essence of resilience. Not only did its body allow it to flow freely, to go where it chose, its will seemed to bend as freely.

Human beings are wonderful. We can consciously choose to be like the crab -- enmeshed in the lives of others, staying together, even at the cost of freedom. . . and we can be like the octopus, resilient, strong willed, flexible, and self fulfilling. We can choose one or the other, or somewhere in between. We can choose, and we can change. Our work in group can show that same flexibility. Sometimes, we will look to the needs of self, and other times, we bend to the needs of the whole.

This is another example in nature of interdependence. Next fall, when you see geese heading south for the winter, flying along in "V" formation, think what scientists have discovered about why they fly that way. As each bird flaps its wings, it creates an uplift for the bird immediately following. That "V" formation adds at least 71% greater flying range for the flock over the distance one bird can fly alone. (People who share a common direction and sense of community can get where they are going more quickly and easily, because they are traveling on the thrust of one another).

When a goose falls out of formation, it suddenly feels the drag and resistance of flying along -- and quickly gets back into formation to take advantage of the lifting power of the bird in front. (If we have as much sense as a goose, we will stay in formation with those people who are headed in the same direction).

When the head goose gets tired, it rotates back and another goose takes its place at point. (It is sensible to take turns doing demanding jobs, whether with people or with geese flying south). Geese honk from behind to encourage the leaders to keep going. (What messages do we give when we honk from behind?) finally, when a goose gets sick or wounded and falls out of formation, two other geese follow it down to lend protection and assistance. They stay with the fallen goose until it is able to fly or dies. Then and only then, do they launch out on their own or join another formation to catch up with their group. If we have the sense of a goose, we will stand by each other, too. (Author unknown)

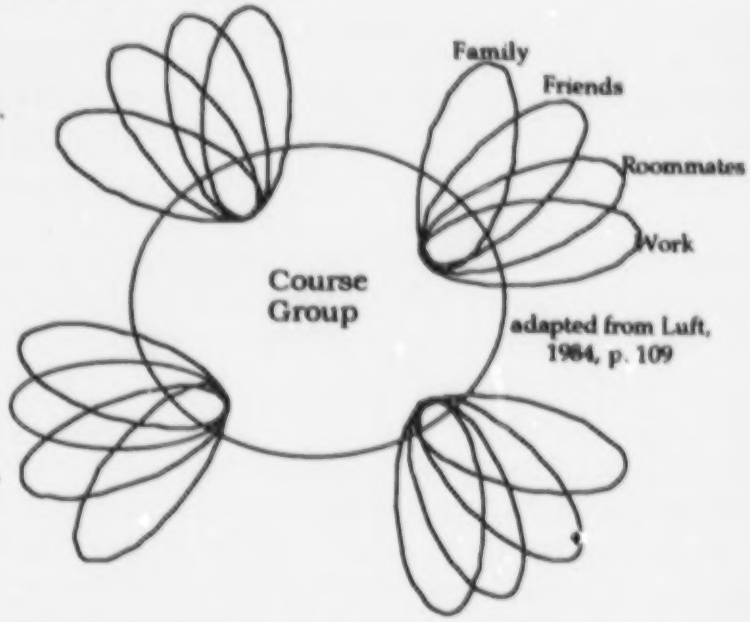
- Share examples you recognize in nature that highlight interdependence and independence

BEST COPY AVAILABLE

Interdependence / Independence

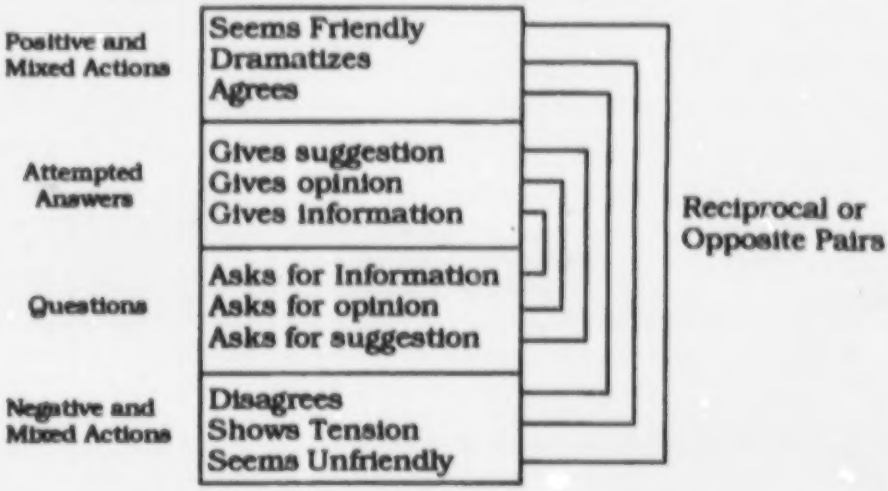
Each of us belongs to a number of groups. Those other social situations may contribute to group success or detract from it. Our ability to meet the needs of the groups and meet our own needs can also conflict. The following questions may facilitate sharing about the ways each group member is supported or deterred from meeting needs and obligations.

1. List the major groups that presently require time and attention.
2. List the ways that each group meets personal needs.
3. Explore ways that each group prevents getting personal needs met.
4. Identify the most satisfying group.
5. Examine ways that the most satisfactory group conflicts with the work of this group.
6. Share the findings with each other.
7. Explore ways to maximize the contributions of the course group. What could each person get from the group that would enhance the experience more?
8. Explore ways to minimize the conflict between the course group and other responsibilities.



adapted from Luft, 1984, p. 109

Bales' Interaction Process Analysis



This model was developed to capture the interactions in group processes. Take turns scripting the actions of group members and then sharing the findings with each other.

It can facilitate healthy group interdependence. From Bales (1970), p. 92.

Directions: Use the Interaction Process Analysis to answer the following questions.

1. Which interactions occur most frequently?
2. Who seems to be getting along best?
3. Is there evidence that anyone is feeling left out?
4. How does the group use individual skills and strengths?
5. Does the group honor independence?

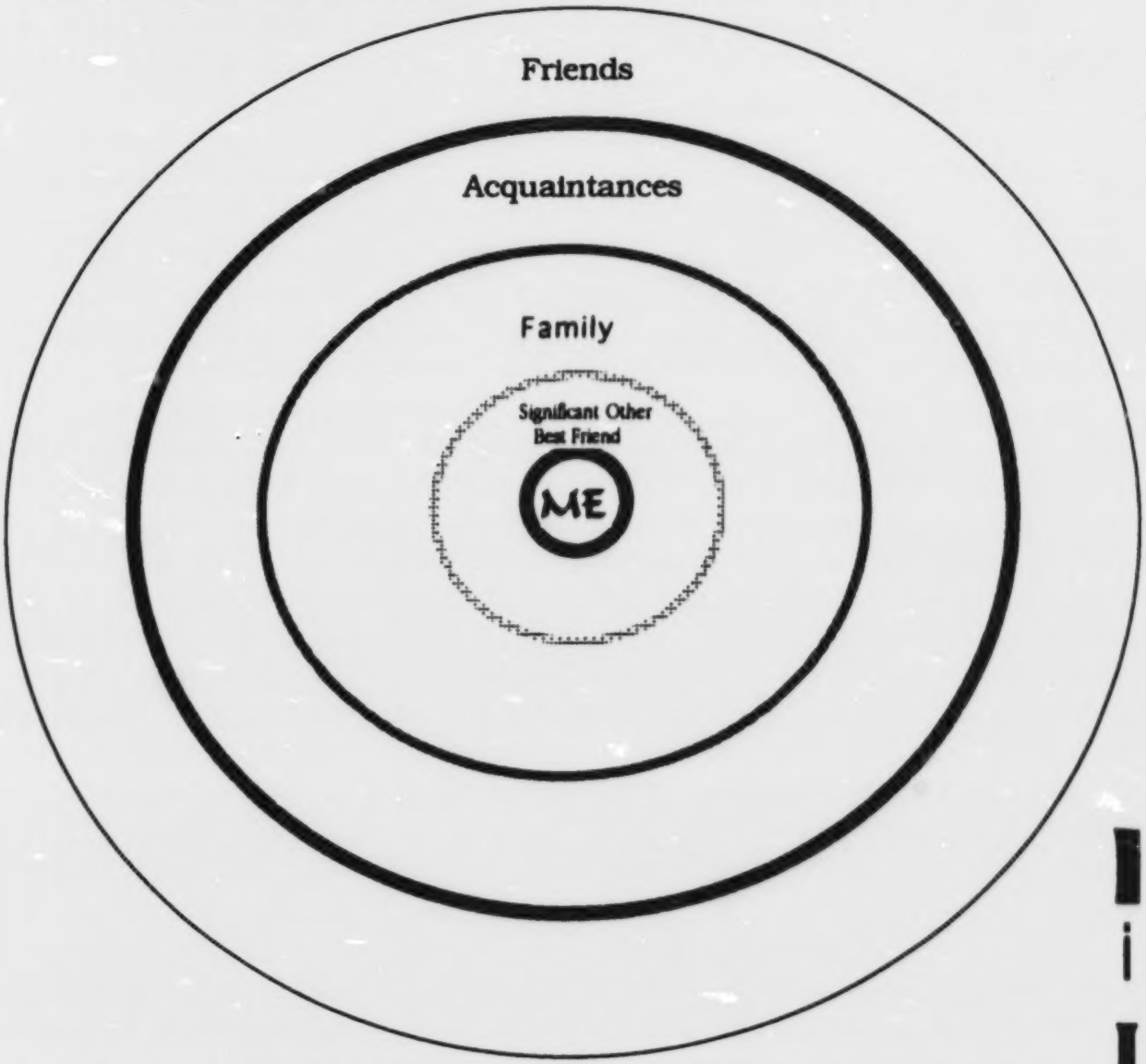
BEST COPY AVAILABLE

Intimacy

Recognizing and Choosing Boundaries

We all have boundaries. The things we tell others about ourselves help define how thin or thick the boundaries or "walls" are between ourselves and others. The wall depends on what we wish to share or keep to ourselves. It also helps determine what things we share.

Directions: Cut apart the one line statements on the page provided and place or glue them on the page as you feel they belong. Now you have created an illustration of your comfort in sharing yourself. Share your findings with those whom you wish.

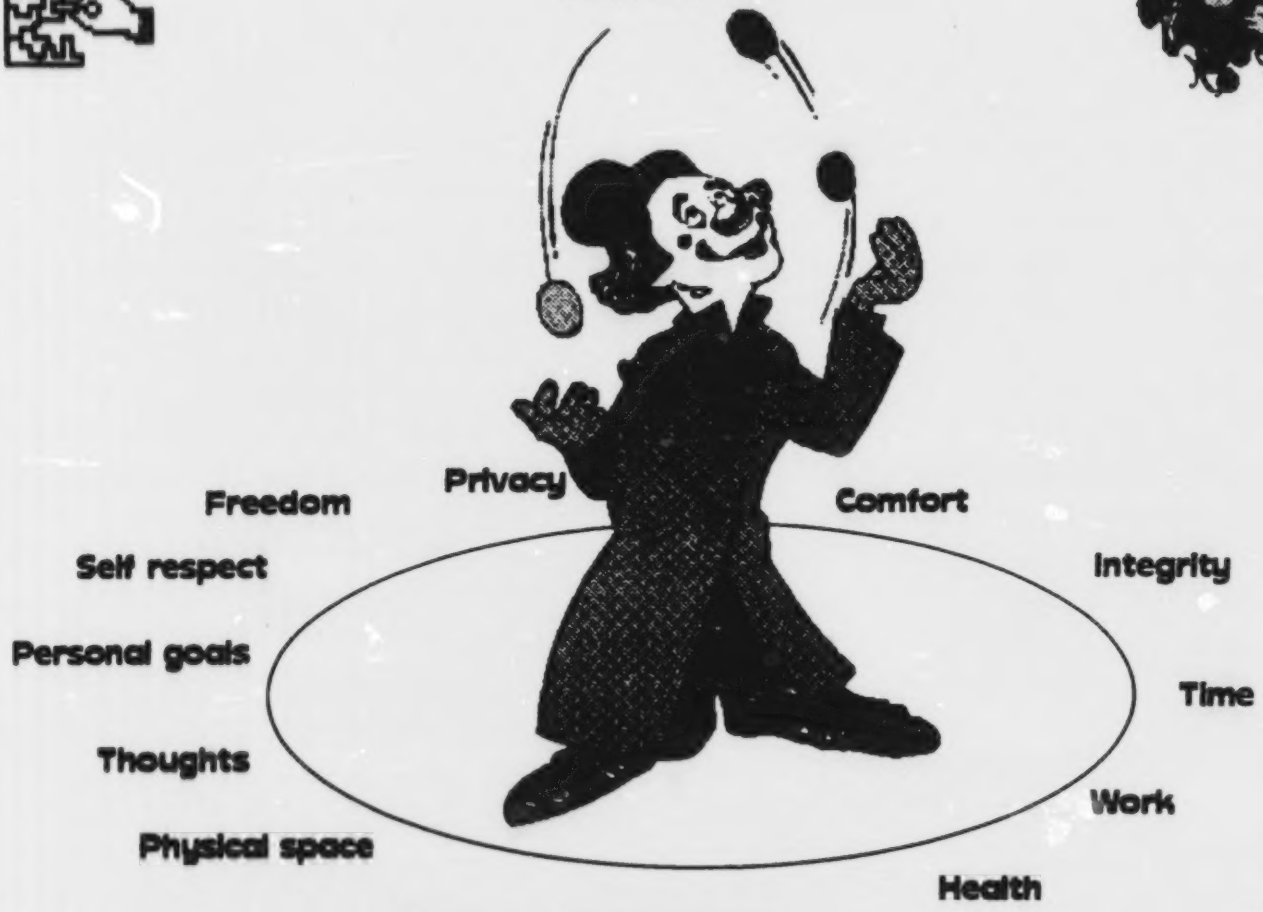


Our level of comfort is neither right nor wrong. It may need to be adjusted as we deal with different associates or groups. For example, many in the medical profession enjoy jokes about body functions, while others outside that circle may not. Your boundaries are under your control and you have the right to decide, through experience, comfort and discomfort, the boundaries you need. The critical factor is knowing how you feel when someone has crossed your boundary, or when you are encroaching on the privacy of another.

BEST COPY AVAILABLE

Intimacy

Boundaries



Intimacy often involves moving into another person's space or letting another person move into ours. If it is a free and informed choice by both parties it may lead to a powerful and fulfilling relationship. If it is not freely chosen, or if one or both parties breaks the trust involved in standing on another's "ground" there may be

irritation
resentment
hatred
destructive actions

Reflection: How are you doing at juggling your personal space?

One day my grandmother called me on the phone. "I heard through the grapevine that you were the one talking about Virginia's drinking." "Yes", I admitted, "I was telling my roommate about seeing her buy several cases of beer." My grandmother said, "Did you know she lost her student teaching assignment when some parents heard about it?" I was devastated. I knew I started the story, but not the rumors that eventually occurred. I was sick at heart, for Virginia was a friend. "What can I do?" I asked. My grandmother replied, "There is little you can do to change things now. It is as though you cut a feather pillow open in the wind. If I gave you a pillow case and asked you to retrieve those feathers, could you do it? Of course not! So it is with words. Once spoken , you can not control their flight.

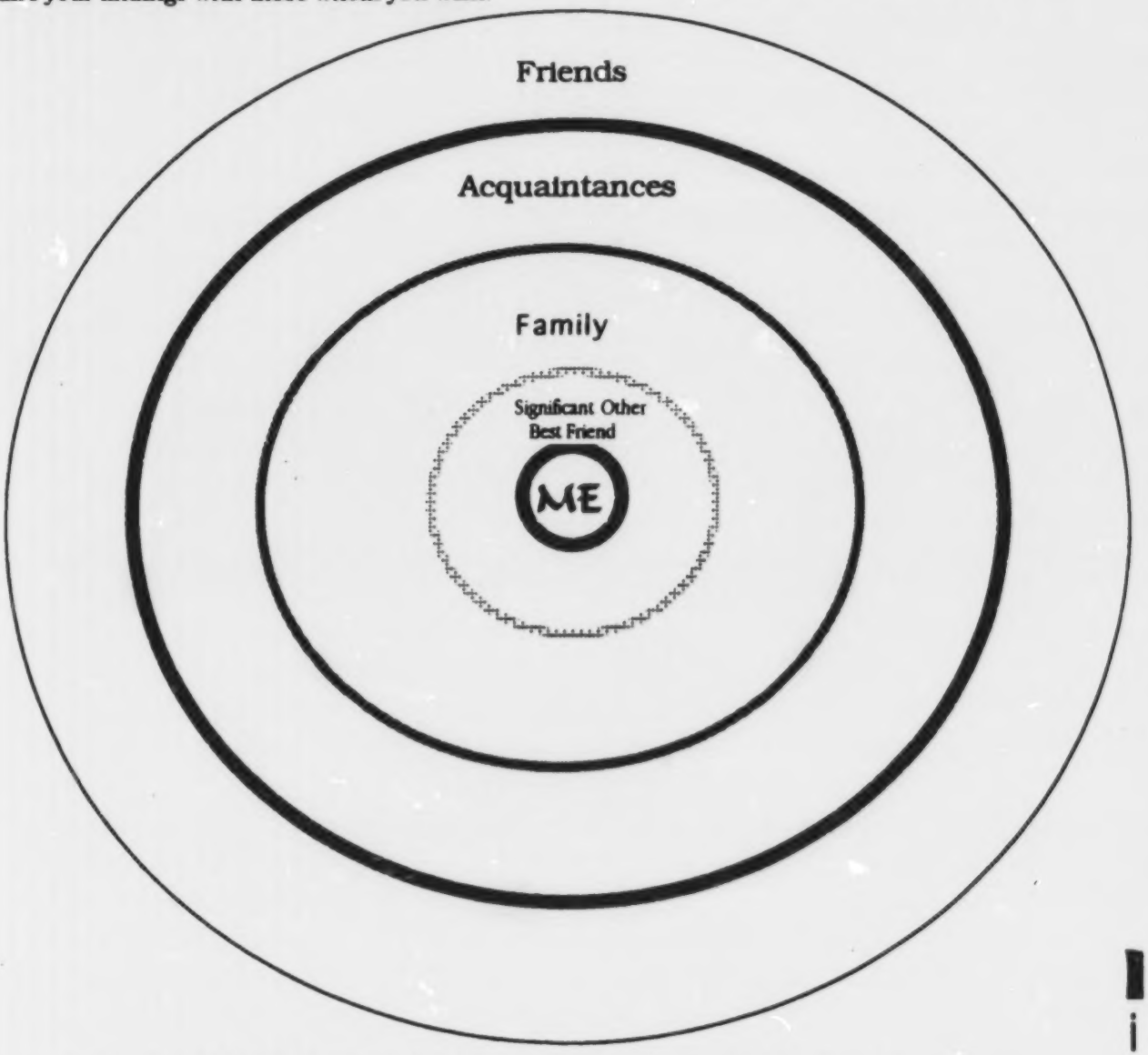
BEST COPY AVAILABLE

Intimacy

Recognizing and Choosing Boundaries

We all have boundaries. The things we tell others about ourselves help define how thin or thick the boundaries or "walls" are between ourselves and others. The wall depends on what we wish to share or keep to ourselves. It also helps determine what things we share.

Directions: Cut apart the one line statements on the page provided and place or glue them on the page as you feel they belong. Now you have created an illustration of your comfort in sharing yourself. Share your findings with those whom you wish.



Our level of comfort is neither right nor wrong. It may need to be adjusted as we deal with different associates or groups. For example, many in the medical profession enjoy jokes about body functions, while others outside that circle may not. Your boundaries are under your control and you have the right to decide, through experience, comfort and discomfort, the boundaries you need. The critical factor is knowing how you feel when someone has crossed your boundary, or when you are encroaching on the privacy of another.

BEST COPY AVAILABLE

Intimacy - Boundry issues

I feel good	Where I ate lunch	I may need surgery	A time I shoplifted
I got an A on a test	My favorite food	Food I hate	A mean thing I did as a child
I am angry with Dad	If I have cramps	How I get my way	A mean thing I did yesterday
I love fresh fruit	My blemishes	How I feel about a teacher	My aches and pains
My favorite color	How I feel about sex	A racist joke I know	Disgusting things my body does
My homework isn't done	Cost of our house	A prejudice I feel	Hear me belch
My clothing size	Answers on the test	Things I hate about my parents	How I feel about myself
My underwear size	Church I belong to	Things I hate about my friends	Someone I hate
I drank a beer	My ideas about the president	I need to blow my nose	How angry I get
I was raped	My feelings about the principal	Sometimes I eat with bad manners	How I look without cleaning up
I enjoy reading	The time I shoplifted	I do disgusting things like picking my nose	Read my diary / log
Color or style of my PJ's	My secret fantasy	Things I hate about my own body	How and when I pray

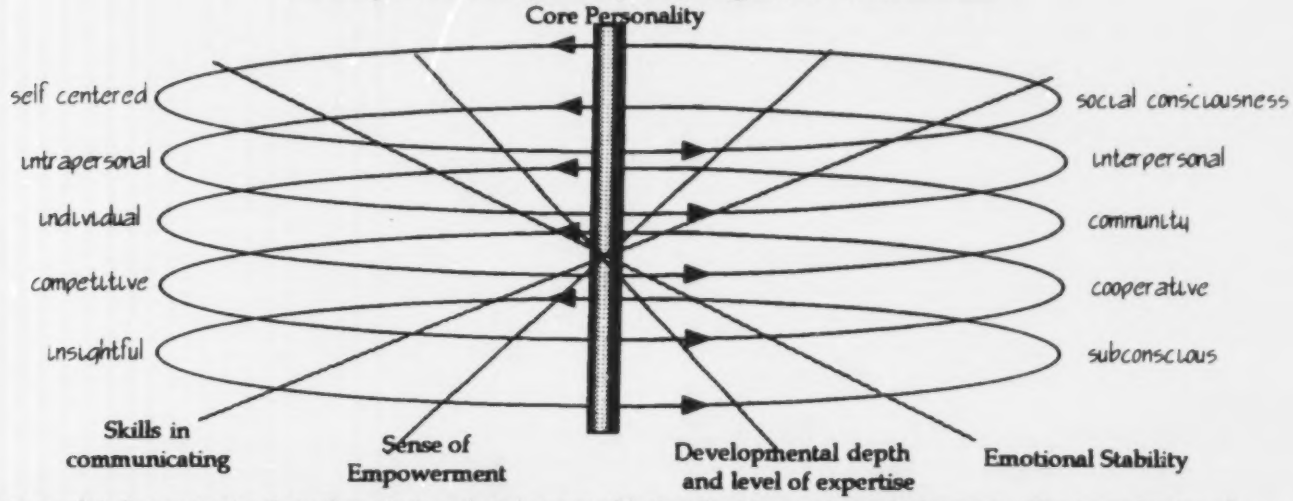
Judgment

'Tis with our judgments as our watches, none go just alike, yet each believes his own. - Pope, *An essay on Criticism*

One of the fascinating things about human beings is the ability to make judgments. Our thinking is complex and rapid, so complex and in a sense, unpredictable, that we cannot replicate it with artificial intelligence. Our complexity makes it hard for others to understand us -- and contributes to our difficulty understanding others. What's more, human judgment is not just a cognitive process, it is immersed in feelings.

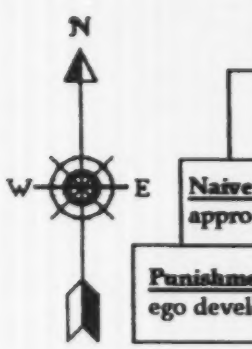
Judge not that ye be not judged. With what measure you mete, it shall be measured to you again. - The Bible –Matthew

Example of complexity in judgment continuum



This model shows just a few of our interrelated ways of being that impact our judgment. The complexity of human beings, human thinking, and sharing of those ideas, or judgments not to share, sometimes diminish group work. It also makes it difficult to understand human nature -- our own and others.

Kohlberg (1987) suggests that judgment (moral reasoning) is developmental. This may mean we are not able to see above our current way of reasoning to grasp another's perspective. We could call it a generation gap (Ginott, 1971) but it is more fundamental. If there is an invisible barrier that does not allow us to fully understand a more advanced way of reasoning or making moral determinations, then group work will be most successful when we recognize the validity of another's judgment and work together to provide opportunities for each person to construct more depth of meaning and move to a higher developmental level of understanding. We recognize this scaffolding or building on concepts in academic areas (Vygotsky, 1978), and it applies to understanding those around us and building second person perspective, as well. [Moral reasoning is not synonymous with character. Basic personality traits seem to be stable, but the way a person interprets motive changes, and apparently in a developmental pattern.]



Individual principles of conscience - conform to avoid self condemnation; concern for "every man"

Authority maintaining - right is doing one's duty; second person perspective is well developed across many referent groups

Peer as referent - acceptance in the peer group or with a 'significant other' becomes critical and personal morals are bent to conform

Good boy, nice girl - a sense of fairness emerges as the youth gains the ability to see that others have feelings and needs different than the self

Naive hedonism - wants own way, fears punishment and behaves in ways to avoid it, wants approval of authority figures; usually sees from own ego, lacking second person perspective

Punishment/obedience - premoral - consequences to person determine goodness or badness of acts; ego development normally precludes ability to recognize another's views or needs

BEST COPY AVAILABLE

Judgmental

Where Did I Get That Idea?

. . . and now what will I do?

CHECKING MY BEARINGS

My nickname is

I was named by

My family wanted me to become

I used to dream of being

What I really dislike in myself is

What I value about myself is

The characteristics I have the most trouble accepting in others are
(ex. skin color, sex, handicaps)

	Characteristic	**How I got the bias**
1.		
2		
3.		
4.		
5.		

Things I often hear myself saying about others that are derogatory
(gossip, put downs, faulting appearance, drove like, thinks they're)

The jokes I tell usually are at the expense of:

People I talked about in the past week:

Name	I said	+ or -

I do not need to change _____

I can set a goal for myself to be less judgmental:

Goal	Action steps	Time line

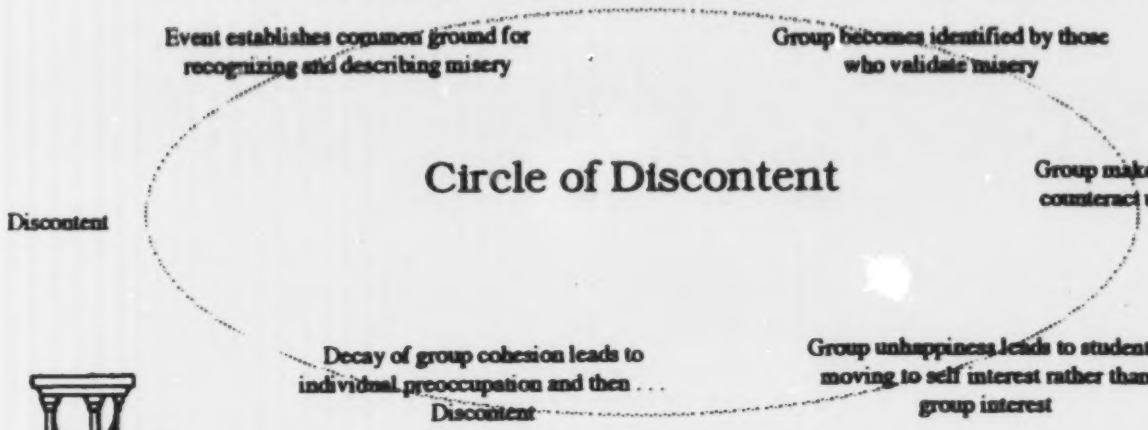
Knowledge

Groups not only go through stages, there are times when they function very well, and other times when issues or individual needs interrupt the competence of the group. The following chart suggests ways to examine team concerns and move the group past snags.

	Critical questions	Indicator of problems
Productivity	Is the group doing enough? Are there goals or objectives	Frustration Concern over deadlines One person doing it all
Empathy	Do members feel comfortable with each other?	Tenseness in meetings Frustration expressed Gossiping, undercurrent
Roles/goals	Do members know what is expected?	Confusion about priorities Arguments over ideas Leadership issues
Flexibility	Are members open to outside suggestions, contributions?	Fault finding with rest of class "We-they" statements Dyads flourish or "odd man"
Openness	Do people say what they think? Can members express needs?	Lack of debate Air is "thick" "You probably won't agree, but"
Recognition	Do members praise each other? Are achievements appreciated?	Backbiting Sarcasm Competitive sense
Morale	People like coming to meetings Tardiness is minimal	Members come on time Members meet outside of class

- adapted from Hartley, 1997

Is your group involved in the Circle of Discontent?


Event establishes common ground for recognizing and describing misery
Group becomes identified by those who validate misery
Circle of Discontent
Group makes plans that counteract unhappiness
Discontent
Decay of group cohesion leads to individual preoccupation and then . . .
Discontent
Group unhappiness leads to students moving to self interest rather than group interest

BEST COPY AVAILABLE

Knowledge

Directions: Discuss each area. If issues emerge, develop a goal to address concerns

Productivity Issues

Goal

Empathy Issues

Goal

Roles/goals Issue

Goal

Flexibility Issue

Goal

Openness Issue

Goal

Recognition Issue

Goal

Morale Issue

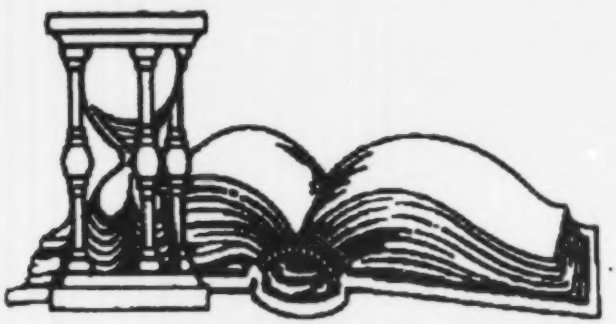
Goal

Vision

- Clear - everyone knows what is involved
- Motivating value - all members feel engaged and committed
- Attainable - everyone stays motivated
- Shared - developed by all, validated by all
- Evolves - reflects changes and insights as they develop

(West, 1994)

How does the group rate on characteristics of a healthy vision?



Working Group or Team?

- Working group interacts to share information but does not have realistic shared overall purpose that requires team work
- There is no real common purpose, and efforts to find or build one fail
- The potential team is working to improve group performance but has not developed a plan for accountability
- A real team is committed to common goals and is accountable to each other for working together
- A great team not only is a real team, with all the characteristics noted, but also is committed to the growth, development and well-being of each member of the team. (Katzenbach & Smith, 1993)

Do you have a group or a team?

BEST COPY AVAILABLE

Listening

By saying that it is good or bad we put an end to thinking . . . .
It is love that destroys the sense of the inferior and the superior
-J. Krishnamurti

The following ideas strengthen group and build openness to the ideas and messages being shared in group. Many sounds reach the ear, but true listening is an art.

Everyone who is here belongs here.

1) We will keep each other safe.
2) We are all welcome
3) We will work to maintain comfort for all.

We listen for the person inside who is living and feeling.

We listen to ourselves.

An important part of our purpose is being in contact with each other.

We listen for deeper meaning in the things people say, and clarify assumptions.

1) Are you saying . . .
2) I understand that to mean . . .
3) Did I get the message, then when I say . . .
4) So, what you need is . . .

For each person, what is true is determined by what is in that person, what s/he feels, expresses, what makes sense in that self hood.

Task commitment is important, but trust and community building is equally essential.

We try to be as honest as possible and to express ourselves as we really are.

We feel as much as we can, and work to be safe to share what we feel.

The identified social leader is responsible for two critical elements:

1) S/he protects the belonging of each member.
2) S/he provides openings for each to be heard.

We face the realism of the situation rather than pretending things are different or turning from honoring the reality by blaming and fault finding.

Decisions made by the group include the input of everyone.

The confidentiality of the group is sacrosanct. This applies to everything said during group, whether it seems private, or was given in confidence or is a comment made in passing. Only the person who owns the statement or information may decide with whom and when to share it.

Metacommunicating

Thinking about and sharing insights surrounding talking and listening

When the group is on task, it is important to stay focused on work related topics. This works best if the group sets up a time to work on trust building. One good idea is to establish a celebration toward the end of each group session. During this time, each person makes observations about things others did to help the group work well. When sessions are stormy, it is even more important, and members may feel less able to express appreciation for what went well. Building community is hard work, and saluting efforts and successes is a critical part of communicating, caring and building trust!

BEST COPY AVAILABLE

Listening

We have two ears and one mouth. We should listen more and talk less. -Cato the Elder

Good listening builds trust. List 10 ways to be a good listener.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Some of these items mean more to you than others. Discuss four of the points as a group.

a. Rank the points.
b. Each person chooses the top issue.
c. Each member tells why the point is so critical.

Trust issue	*Ranking*	*Reason*

Ask the social leader to count the number of times the top three emerge in the next meeting and celebrate each person who uses them in group.

Metacommunicating

Celebrating

Does your group spend the last five minutes celebrating successes?
If so, congratulations are in order for everyone!
If not, discuss ways to use this tool for group trust building.

As a group, we will enhance celebrating by: _____

_____

_____

_____

Mutuality

Out of many, One!

Bertcher (1994) describes twelve techniques that enhance group participation.

1. **Attending:** letting others in a group know that you are paying close attention to what they say and do.
2. **Information Management**: asking questions and giving information in a group.
3. **Contract Negotiation:** working out an agreement on goals for the group and its members, and the ground rules to be used in working toward these goals as a group.
4. **Rewarding:** providing payoffs - such as praise - for effort and/or achievement in the group.
5. **Responding to feelings:** letting others in a group know that you accurately understand how they feel about a situation.
6. **Focusing:** keeping a group discussion on track.
7. **Summarizing:** pulling together what has been said by group participation for review and as a basis for next steps.
8. **Gate keeping:** achieving a balance of participation in a group, by inviting low participators to speak up, and limiting high participators.
9. **Confrontation:** informing a participant, subgroup or the entire group about discrepancies in words and actions to require that they consider these inconsistencies.
10. **Modeling:** teaching by demonstration, learning by imitation.
11. **Mediating:** attempting to resolve conflicts among group participants
12. **Starting:** beginning a group's first meeting and each group meeting thereafter.

(Group Participation, p.16)

For there is but one veritable problem - the problem of human relations. We forget that there is no hope or joy except in human relations. - *Antoine de Saint Exupery*

Building Mutuality

Identify ways that members are alike
Develop expectations that all are willing to abide by
Stimulate a disposition of pride
Build unity - a symbol, group color, song, group personality
Explore ways that members can satisfy individual needs
Provide opportunities for members to make sacrifices for each other
Explore and clarify norms held by members and validate those held in common
Celebrate accomplishments

adapted from Zander, 1982

BEST COPY AVAILABLE

Mutuality

	Yes	No
Starting and Attending:		
a. Is there an informal warm-up as part of beginning?	☐	☐
b. Is there an agenda for each meeting?	☐	☐
c. Do participants move beyond superficial sharing?	☐	☐
d. Do members go beyond courtesy and actively listen?	☐	☐
Information Management:		
a. Is there a sense of trust among members?	☐	☐
b. Are all members participating?	☐	☐
i. Attending regularly	☐	☐
ii. Coming on time	☐	☐
iii Preparing for group work	☐	☐
Rewarding:		
a. Is a part of each meeting set aside to enjoy victories?	☐	☐
b. Is trust and community building a part of each session?	☐	☐
c. Is there a mechanism for	☐	☐
Responding to feelings:		
a. Are members courteous while others are talking?	☐	☐
b. Is there a mechanism for dissenting?	☐	☐
c. Is each person consistently given an opportunity to respond?	☐	☐
d. Do people express dissenting opinions regularly?	☐	☐
Focusing:		
a. Can the group set aside a time to complete task and do so?	☐	☐
b. When one person is sharing, do others listen empathically?	☐	☐
c. When the group keeps drifting, do members agree to address the true issues clouding progress?	☐	☐
Summarizing:		
a. Is summary set aside at the end of each group?	☐	☐
b. Can each member consistently summarize a meeting fairly?	☐	☐
c. Is each member keeping some form of log and sharing insights?	☐	☐
Gate keeping:		
a. Is a social leader monitoring and adjusting group processes?	☐	☐
i. Does this monitoring revolve around the group?	☐	☐
ii. Are members responsive to suggestions for improvement?	☐	☐
b. Do all members contribute to a fairly equal degree?	☐	☐
Confrontation and Negotiation:		
a. Is there a process for expressing disagreement or concerns?	☐	☐
b. Is each person offering honest comments and suggestions?	☐	☐
c. Are disagreements honored and addressed in a timely fashion?	☐	☐
Modeling:		
a. Do participants share ideas with civility?	☐	☐
b. Are all members treated with equanimity?	☐	☐
Mediating:		
a. Is the group utilizing productive behaviors to relieve tensions?	☐	☐
b. Are conflicts resolved by honoring the differences and trying to understand divergent opinions and how they help focus the task?	☐	☐

adapted from Bertcher, 1994

Each 'yes' shows healthy group functioning. As a group, make a goal for building the group in the coming meeting by changing one of the 'NO' responses to 'YES.'

Group Goal: _____

_____

Implementation Date: _____

BEST COPY AVAILABLE

Needs

"What I needs is I NEEDS you to be somebody else."

♪♫ "Baby, you're enough for me." - Karen Carpenter song ♪♫

Why don't you act your age?! (The honeymoon is over (IS THIS WHERE WE ...

WE DO NOT SEE THINGS AS THEY ARE, BUT AS WE ARE. - Talmud

LOVE, LOVE, LOVE, THAT IS THE SOUL OF GENIUS -- Mozart

The greatest discovery of any generation is that human beings can alter their lives by altering their attitudes of mind. - Albert Schweitzer

When we start a group or begin a relationship, we have high hopes or great expectations. As we invest more, become more committed, we may become disappointed or disillusioned. This may lead to frustration and friction. Eventually, some group members might stop attending. If the community is to emerge from "stormin" with greater health, then the fight-flight process, the norming and working through expectations, needs to be brief. If each person reviews what it is he or she thought might happen, and how the experience is different from initial expectations, it will be easy to develop expectations that are more in line with the potential.

It also helps if each person looks to self first, identifying what real needs are emerging, what can be done to personally facilitate success for self and the group.

SELF

1. I hoped group would give me
2. When I get in a group situation, I cope by
3. When I feel angry I
4. I change how I express anger and frustration when I am with acquaintances by
5. When I feel pain I
6. The hardest thing about group is
7. If I took full responsibility for my feelings, I
8. If I am true to myself I will
9. I give myself permission to be "me" when I
10. I would like to share this about myself with the group

When training animals, we know that the nature of the critter is a "given." We train dogs to be good dogs, but not to do things a cat or goat can do better. We know that gentleness and love are critical if we are to win the love and obedience of a pet. Great animal trainers train themselves, and then use these honed skill to enhance animal behaviors.

It is not so different with group work. People come with gifts, talents and traits that are unique to them. If we are uncomfortable in group, we can enhance experiences if we develop personal skills and strengths and take full responsibility for what we need and what we have to offer. This empowers us. When we recognize that we can change ourselves and expectations rather than being upset with the actions of others, we can enjoy group more and contribute more fully to community building.

BEST COPY AVAILABLE

Needs

Directions: Write a personal interpretation for each quote, and then share it round robin, in the group.

"What I needs is I NEEDS you to be somebody else."

♪♫ *"Baby, you're enough for me."* - Karen Carpenter song ♪♫

The honeymoon is over

Why don't you act your age?!

IF YOU WOULD JUST . . .

WE DO NOT SEE THINGS AS THEY ARE, BUT AS WE ARE. - Talmud

LOVE, LOVE, LOVE, THAT IS THE SOUL OF GENIUS -- Mozart

The greatest discovery of any generation is that human beings can alter their lives by altering their attitudes of mind. - Albert Schweitzer

Three ways that the group experience is disappointing	Three ways group is helpful, or better than expected
1.	1.
2.	2.
3.	3.

Personal unmet needs that are emerging	Ways I could contribute to the group experience
1.	1.
2.	2.
3.	3.

These are things I am finding out about myself in social situations:	Celebrate	Change
Task issues		
1.		
2.		
3.		
Trust issues		
1.		
2.		
3.		

These are things the instructor could do to facilitate group growth and better functioning	These are questions the instructor could answer to facilitate group growth
1.	1.
2.	2.
3.	3.

1-6

Organization

Elements of Effective Decision Making

- If nothing changes, nothing changes. Many of us begin by making changes, but end up doing exactly the same things in a different way. Changes are not necessarily change. The changes we make must have different results.

- Do we need to make a decision? If we are suffering in an ongoing situation, it is likely that a decision to change is needed.

- Identify and clarify the issues. Very often, the issue as we see it turns out to not be the issue at all. We must examine the issue carefully and determine whether a decision will positively affect us

- There is no hell in the world like indecision. Indecision means we continue with our lives as is, in emotional paralysis and pain. What price are we willing to pay for not making decisions?

- It is possible to accumulate evidence forever. Accumulating evidence is a necessary step in decision making, but we must not delude ourselves by spending the rest of our lives doing it. There is no easy way out of making large decisions and no way to make everyone happy.

- It is possible to decide and then not act. Once we make a decision, we are in a different place emotionally. If we don't act on our decisions, we are apt to become miserable, angry and depressed because we are lying to ourselves.

- Once we make a decision and act on it, we often find that it is a two foot jump rather than a two mile jump. When looking at painful decisions in retrospect, we wonder why we waited.

- It is possible to wait too long. If we do we may lose the ability to decide. Many of our options may also be eliminated..

- It is normal to feel some grief or pain at the moment we make a decision. Something else may end in order for something new to begin. Often a heavy decision calls for closure. Grief and pain are natural but they don't last forever.

- Once we have made our decision, we don't look back. It is tragic to spend the rest of our lives thinking about what we may have lost. We must focus on what we have to gain.

- We need not make changes alone. We all need emotional support when we make a difficult decision. It is important to find a person or a group with whom we can share our decision. Sharing with a person who has traveled the same way helps us remain faithful to our decisions. It also helps prevent us from making every possible mistake. (Larsen, 1988, pp. 88-89).

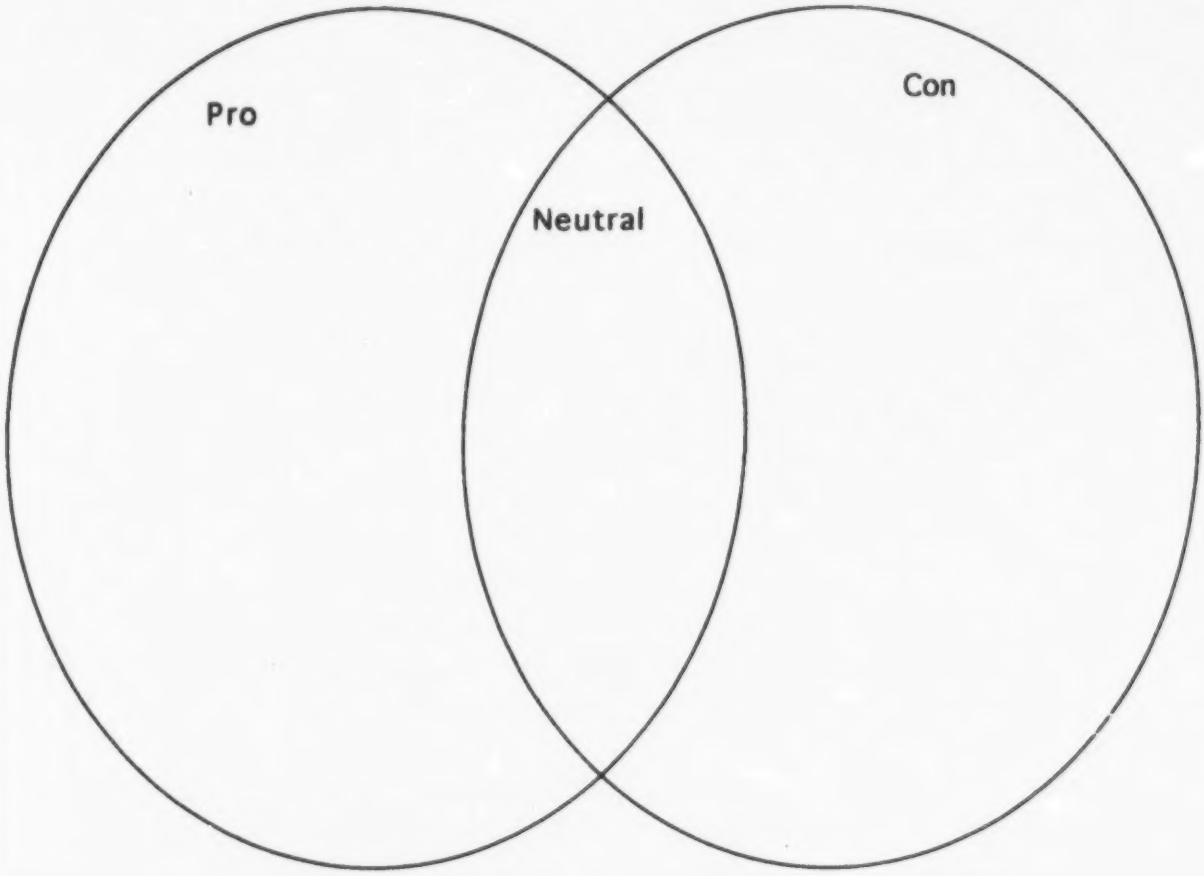
Learning is change

The nature of growth is that we go forward from where we are. This in no way requires that we make a value judgment regarding where we are. We only need recognize that there is more available to us in life and then make a commitment to reach for it. - Stewart Emery

WISHES ARE NOT DECISIONS

BEST COPY AVAILABLE

Organizing Decision Making



Implementation

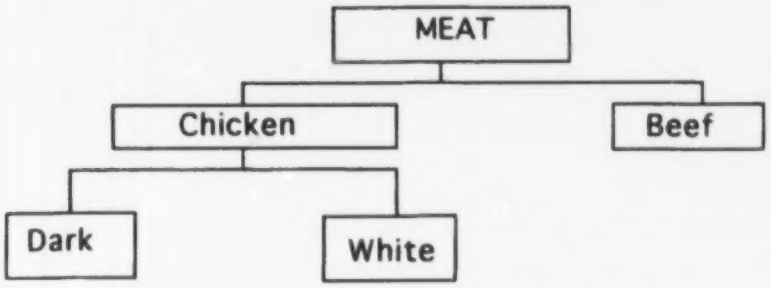
Action Plan

1.
2.
3.
4.

Time Line

Thought Organizers

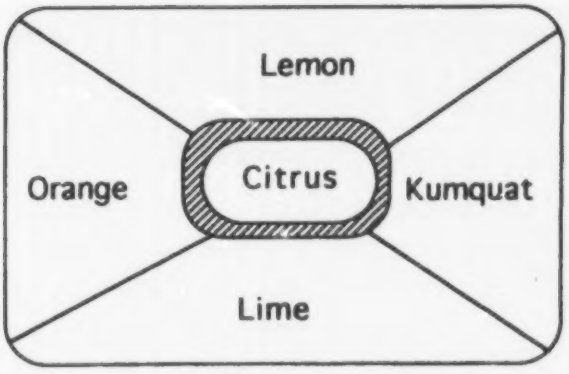
Dichotomous
either / or



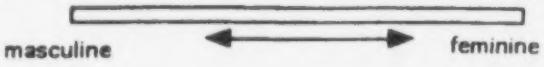
Linear
order

1.
2.
3.
4.
5.

Clustering
relationships



Continuum



Correlation

As one goes up, the other _____

Causality

If • • • Then

Analogy

Sun is to day as Moon is to night
White is to cloud : : _____

Similarity

government ~ politics

Outline and subsets

I.
- A.
- B.

II.
- A.
- B.
  1.
  2.
  3.
     a.
     b.
     c.

Equality

4 + 4 = 8

Opposites

black ≠ white

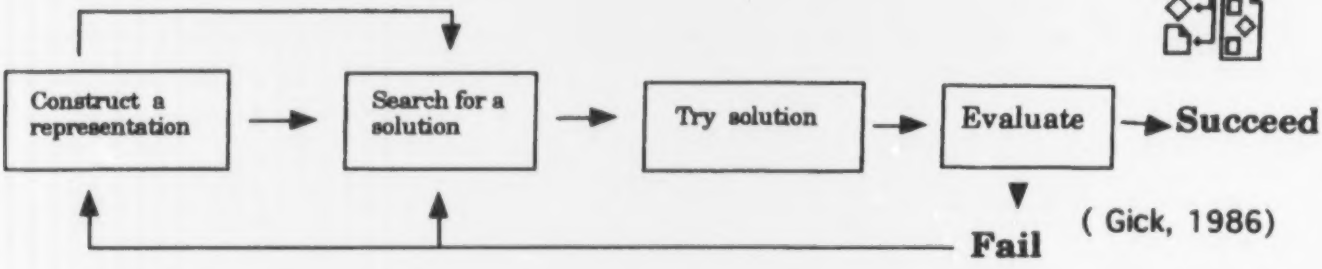
Organization

Problem Solving Strategies

I Identify the problem.
D Define and represent the problem.
E Explore possible strategies.
A Act on the strategies.
L Look back and evaluate the effects of your activities.

(Bransford and Stein, 1984)

Flow Chart



(Gick, 1986)

Guidelines for Problem Solving

Ask the person to define the problem

1. Can they sort out relevant from irrelevant information?
2. Do they recognize assumptions being used as a base for solving the problem?
3. Can they diagram and sort out the issues?
4. Can they describe the problem using reflective communications?

Encourage alternate viewpoints

1. Suggest several options yourself.
2. Listen while the person offers additional options.
3. When practical ask additional partners to share perspectives.

Think about the issues systematically

1. think out loud as you solve probvlems
2. Ask "What would happen if..."
3. Keep a list of suggestions
4. Use the Venn diagram to enhance thoroughness
5. Use heuristics to review types of logical and organizational thinking being used,
   a. explain steps they take as they solve the problem
   b. use analogies
   c. try working backwards - from solution to action steps, to starting point

BEST COPY AVAILABLE

Tolerance

Moving Beyond Prejudice

If we could read the secret history of our enemies, we should find in each man's life sorrow and suffering enough to disarm all hostility - - H. W. Longfellow

Opposition brings together and from discord comes perfect harmony - - Heraclitus

You learn to love by loving ... Begin as a mere apprentice and the very power of love will lead you on to become a master in the art. - Francis of Sales

A human being is a part of the whole that we call the universe, a part limited in time and space. He experiences himself, his thoughts and feelings, as something separated from the rest ——a kind of optical illusion of his consciousness. This illusion is a prison for us, restricting us to our personal desires and to affection for only the few people nearest us. Our task must be to free ourselves from the prisons by widening our circle of compassion to embrace all living beings and all of nature. - Albert Einstein

As a mother at the risk of her life watches over her only child, so let everyone cultivate a boundlessly compassionate mind toward all beings - - Buddha

Goals

I will be more compassionate and understanding of myself. I will begin by:

1.

2.

3.

4.

I will be more compassionate and accepting of others. I will begin by:

1.

2.

3.

4.

BEST COPY AVAILABLE

Tolerance

Identify a group you dislike or distrust

(Need help? Flag burners, welfare recipients, reactionary rednecks, politicians, rapists, homeless, the apathetic, self-righteous, skin heads,)

Genuinely try to see each group you checked as they might see themselves. List adjectives.

Try to list reasons they have taken their stances.

Is there a continuum of beliefs in this group? Try to identify it.

What would you have to change in your life if you felt as this group feels?

What would they have to change to see life as you see it?

Do belief systems make people intolerant?

How could you develop acceptance for this group of people?

GROUP

Address these same questions to the group member you like or admire the most.

Address them to the person with whom you feel least comfortable.

Contrast the feelings and answers.

List the things that make it easier to "like" one person.

What goal could you set for yourself to increase tolerance?

Research (Lynch, et.al. 1992) suggests that getting to know those with whom we are intolerant makes us more accepting. Did you consider those dynamics in developing a goal?

Loevinger's (1978) research on ego development suggests that maturity increases our ability to see what others see, to "walk a day in their moccasins" and thus to understand them. Does this impact your goal?

BEST COPY AVAILABLE

Understanding

PARAPHRASING

Even when we are attentive, we may hear something different than what the person wants to express or miss the underlying message. Good understanding is enhanced if we check with the speaker to be certain that we received the true message. It is also reassuring to the speaker to know that a message was clear. Paraphrases can be started with words like:

1. Are you saying . . .
2. My understanding of what you said is . . .
3. Do you mean . . .
4. Then as you see it, things are . . .
5. So what you need is . . .
6. Did I get the message then, when I say . . .
7. What I think you're saying is . . .
8. Let me try to repeat what you just said . . .

If this is done well, it indicates that the person's perceptions are valued and enhances basic understanding for everyone in the conversation.

PRESSING FOR SPECIFICITY

If someone says:	*You might ask:*
Everything is falling apart in group.	What's worrying you the most?
No one is paying attention to me.	_____
You always interrupt me.	_____
Everyone was really with it today.	_____
We're on a roll.	_____
Things went beautifully last week.	_____

REFRAMING

Reframing is an exciting ability. It means to shift perspectives to see how another feels. Some people seem gifted in this ability. All of us can gain expertise through practice.

I see / feel	Another's view	Possible outcomes
Group was really great today.	Marty took a while to share ideas. Marty may not feel safe with us.	We can help Marty to trust us more. We are moving away from consensus.
I want to stay on task all meeting.	_____	_____
_____	_____	_____
_____	_____	_____

FEEDBACK

	Example
1. Focus feedback on behavior rather than people	_____
2. Stick with sharing observations rather than making inferences.	_____
3. Use descriptions rather than judgments.	_____
4. Cause and effect relationships make good illustrations.	_____
5. Try to use more or less rather than *either-or, oughts, shoulds, nevers or always*,	_____
6. *Here and now* is more meaningful than *last week*, or *sandbagging*.	_____
7. Share ideas rather than advice.	_____
8. Listen fully and empathize rather than coming up with answers.	_____
9. Explore alternatives rather than giving quick answers.	_____
10. Feedback is checking rather than imposing.	_____
11. Provide feedback when a person can hear it.	_____
12. Feedback helps others rather than freeing us of anxiety or anger.	_____

BEST COPY AVAILABLE

Understanding

- GIVE FULL ATTENTION
- SILENCE — WAIT TIME
- PARAPHRASING
- CLARIFYING
- PRESSING FOR SPECIFICITY
- REFRAMING
- FEEDBACK

Misunderstanding

Error of Fact - You hear a person say the meeting is in Room 156 and write down Room 165.

Error of Judgment - You buy size 8 shoes because the 7's don't fit, and they are too big.

Emotional Read - You are upset, so you misinterpret teasing to be ridicule.

Forgetfulness - You miss an appointment because you forget you made it.

Lie - You tell the person the outfit looks good rather than taking a chance on hurting them.

Procrastination - You say you will read the material in time for group, but run out of time.

Wasted effort - You prepare a bulletin board without checking, and the group also makes one.

Cultural issue - You make ham and eggs when the group meets at your house, and two people can't enjoy your refreshments -- one is a vegetarian, the other practices Orthodox Judaism.

Others _____

_____

_____

Building Trust through Understanding

- Listen actively, reflectively and empathically.
- Maintain eye contact - if culturally appropriate.
- Use body language to express interest and to provide cultural comfort.
- Validate the speaker's viewpoint and beliefs.
- Express honest feelings in kindness.
- Focus on issues of mutual concern.
- Be alert to
  - belief system
  - level of concern
  - cultural sense
  - cognitive style
  - modality preference
  - emotional context

Understanding

Directions: Brainstorm ways these points lead to better understanding.

❋ GIVE FULL ATTENTION

1.	2.	3.
4.	5.	6.

❋ SILENCE -- WAIT TIME

1.	2.	3.
4.	5.	6.

❋ PARAPHRASING

1.	2.	3.
4.	5.	6.

❋ CLARIFYING

1.	2.	3.
4.	5.	6.

❋ PRESSING FOR SPECIFICITY

1.	2.	3.
4.	5.	6.

❋ REFRAMING

1.	2.	3.
4.	5.	6.

❋ FEEDBACK

1.	2.	3.
4.	5.	6.

Activity for Deeper Understanding

Over the next week, each member of the group will fill two boxes with objects.

One box is labeled "ME" and one is labeled "Not ME."

The group will meet to celebrate each member.

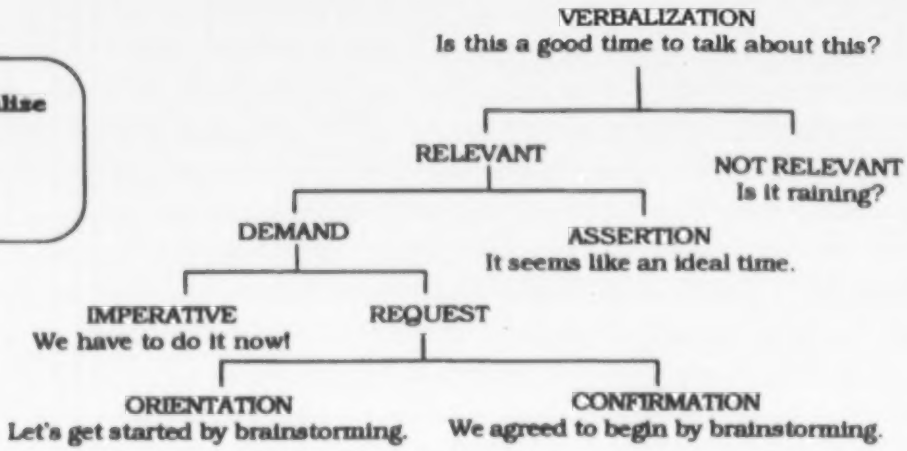
During the celebration, each person will help others in the group understand more about themselves.
In turn, each person will have an opportunity to understand others by the things that are shared and the things that are said.

Objects may help group members understand more about:

belief systems	cognitive style
concerns and cares	preferences for ways to share self
cultural interests	emotional context

Verbalizing

Danziger's Reasons to Verbalize
To teach
To please
To move
To defend oneself



Danziger (1976) suggests observing and classifying interpersonal communications to enhance group function. These are the categories he identified as important to good interaction.

Heron (1989) offers six categories for analyzing group communications. He divides them into two groups --

	Authoritative		**Facilitative**
Directing	This is what needs to be done	Releasing	No wonder you got upset!
Informing	This is the quote we can use	Eliciting	What do you want to do?
Confronting	You didn't even read the material	Supporting	What a great idea!

Long (1992) studied groups in classrooms and developed important insights about how groups may perform when their work is part of a class. She suggests that on the one hand, they risk grade issues if they get the work wrong, yet on the other hand, they risk displeasing the teacher if they come up with something too creative or divergent from what the teacher is likely to desire. Some groups decide that the teacher is the ultimate authority -- "knows everything" and then resolve the conflict in that fashion. This is an adaptation of her model.

	TRUST INVOLVED	**TASK FOCUSED**
Dependency	Group work focuses on meeting teacher / class expectations	The group acts as if it meets to fulfill the needs of the teacher
Fight/flight	The group spends most of its time fighting or withdrawing	Members break off on own with some doing the work or no work possible
Pairing	The group spends time split up or with members "hinting" at sexual innuendoes and may fuss with one another or develop obstacles to agreeing or doing joint team work	Team can't coalesce, so pairs take separate tasks and then combine work or set disparate goals and do disjointed things that cannot blend or do not fit the requirements of the course or meet member expectations
Functioning	Group utilizes healthy dynamics and develops methods for conflict resolution giving great satisfaction and extending cohesion and contact beyond class	Work is creative and goes beyond course expectations to explore individual aims and enhance conceptual outcomes in both individual and team work

BEST COPY AVAILABLE

Relationship Building

Is the relationship (work or personal) important?
Why?

What is the goal of the relationship?
Is it mutual?

Does it meet a need or a desire?
What is the belief about this for the other party?

Personal belief about where the relationship is headed

Facing a Block

SELF

Start with yourself --- Personal Strengths Personal Defenses

Family story:	What was your role in the nuclear family? What part of that role do you play out in current relationships? What part of the old story comes to the surface in this situation?
Communications	Parent - with whom - what did you say? Adult - with whom - what did you say? What makes you switch? Child - with whom - what did you say?
Role % of time	**Victim** - How do you get there? Who reacts to you this way?
% of time	**Rescuer** - When do you don this role? Who should rescue you?
% of time	**Persecuter** - Who makes you do this? How do you justify it?

The Group

Who?	Role	% in PAC	% in VRP

Has a mission or set of goals been established?
What do people really believe the group is about?
Does the group need to stay together? Who wants out? What will they do instead?

GROUP WORK

Those who work in cooperative units with peers have had great success in learning. One study on cooperative learning and math (Johnson, Murayama, Johnson, Nelson & Skon, 1981), found:

1. Use better reasoning strategies for solving problems
2. New ideas and solutions to problems evolved
3. These better problem solving skills and strategies were transferred to other problem solving situations, even when working alone.

The key elements for group success were identified as follows:

Positive interdependence: It is vital that there be a perception that participants are linked with the group as a learning system so that one person cannot succeed unless everyone is making progress

Work interaction: The participants engage in face-to-face interaction and communications while completing tasks

Accountability: Each paraticipant is individually accountable for personal growth and individual goal completion as well as responsible tp enhance the working process and environment of the group

Social Skills: Participants learn and utilize process skills which contribute to interpersonal and small group function and expertise -

Trust and Reliability	Decision making
Leadership	Cooperation
Communications	Organization
Conflict Resolution	Self discipline

Group Processing: Participants review the functioning of members of the group, successes, failures, triumphs, with emphasis on building each other, team work and celebrating growth

Group Skills

Structures for Sessions

Preparation for Group

Agenda-setting

Individual need sharing

Group slogans

Group interaction pattern

Group processing

Debriefing

Convening Group

Rule reviews

Sharing vehicle

Interaction exercises

Monitoring

Closing ritual

BEST COPY AVAILABLE

SAYING " ALOHA "

1. **Plan for the separation.**

2. **Give all parties a chance to accept the change.**

3. **Validate the significance of the experience.**

4. **Recognize the importance of what you have given, shared, risked.**

5. **Celebrate life, self, humanness, growth.**

6. **Release yourself and others without cutting anyone adrift, burning bridges.**

>>>MOVING ON >>>>>

a. **How were you most successful?**
b. **What would you try to do differently?**
c. **What do you want to share?**
d. **What difficulty will you overcome?**

Loyalty issues
Apologies
Regrets
?

e. **What is the strength of the new situation?**
f. **How can you make a difference?**
g. **How can others profit from your strengths?**
h. **What new aspects of self are you going to discover?**

On with the show!

BEST COPY AVAILABLE

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

ERIC Educational Resources Information Center

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: ABC's of Group Work: Building Community in Schools: A Workbook	
Author(s): J'Anne D Ellsworth	
Corporate Source: Northern Arizona University	Publication Date:

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1

☒

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

☐

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: J'Anne D Ellsworth PhD.	Printed Name/Position/Title: J'Anne D Ellsworth, Ph D.
Organization/Address: Northern Arizona University COE Box 5774 Flagstaff, AZ 86011	Telephone: FAX: (928) 567 0900
	E-Mail Address: Janne.Ellsworth@nau.edu Date: 3/3/03

(Over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: ericfac@inet.ed.gov
WWW: http://ericfacility.org